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The information presented here, correct at the time of publication, is subject to change.

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INFORMATION DIRECTORY

For more information about Ball State University and its programs, visit *www.bsu.edu* or call (area code 765):

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Off-Campus Classes	Dean, School of Extended Education 285-1581
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CALENDAR

FALL SEMESTER, August 22, 2005–December 17, 2005

August 18, Thursday, Residence halls open at 9 A.M. (for new students)

August 19, Friday, Faculty meetings. Academic year for faculty begins.

August 22, Monday, UNIVERSITY CLASSES FOR FALL SEMESTER BEGIN.

August 26, Friday, Late registration and change-of-course end.

September 5, Monday, Labor Day recess. NO CLASSES.

September 22, Thursday, First course-withdrawal period ends.

October, Sunday–Tuesday, (to be determined) Fall break–NO CLASSES. (Exception: Off-campus evening classes DO meet)

October 19, Wednesday, Last course-withdrawal period ends.

November 22, Tuesday, Night classes **do** meet.

November 23–26, Wednesday–Saturday, Thanksgiving recess. NO CLASSES.

November 27, Sunday, Residence halls open at 9 A.M.

November 28, Monday, Classes resume.

December 10, Saturday, Final examination day for Saturday classes.

December 12, Monday, Last meeting day for regular classes.

December 13–17 Tuesday–Saturday, Final examination period.

December 17, Saturday, Fall semester ends.

December 18, Sunday, December Commencement.

December 18, Sunday, Residence halls close at 6 P.M.

December 21, Wednesday, Grades due at noon.

December 18–January 9, 2006, Semester break.

SPRING SEMESTER, January 9, 2006–May 5, 2006

January 8, Sunday, Residence halls open at 9 A.M.

January 9, Monday, UNIVERSITY CLASSES FOR SPRING SEMESTER BEGIN. Late registration and change-of-course accepted.

January 13, Friday, Late registration and change-of-course end.

January 16, Monday, Martin Luther King Jr. Day recess—NO CLASSES

February 9, Thursday, First course-withdrawal period ends.

March 4, Saturday, Residence halls close at 8 A.M.

March 4, Saturday, Saturday classes meet.

March 5–11, Sunday–Saturday, Spring break.

March 12, Sunday, Residence halls open at 9 A.M.

March 13, Monday, University classes resume.

March 16, Thursday, Last course withdrawal period ends.

April 28, Friday, Last meeting day for regular classes.

April 29, Saturday, Final examination day for Saturday classes.

May 1–5, Monday–Friday, Final examination period.

May 5, Friday, Spring semester ends.

May 6, Saturday, May Commencement.

May 6, Saturday, Residence halls close at 6 P.M.

May 9, Tuesday, Grades due at noon.

SUMMER SEMESTER, May 15, 2006–July 22, 2006

May 14, Sunday, Residence halls open at 9 A.M.

May 15, Monday, UNIVERSITY CLASSES FOR SUMMER SEMESTER BEGIN. Late registration and change-of-course accepted.

May 19, Friday, Late registration and change-of-course end.

May 29, Monday, Memorial Day recess. NO CLASSES.

June 6, Tuesday, First course-withdrawal period ends.

June 23, Friday, Last course-withdrawal period ends.

July 4, Tuesday, Independence Day recess. NO CLASSES.

July 22, Saturday, Summer semester ends.

July 22, Saturday, July Commencement.

July 22, Saturday, Residence halls close at 6 P.M.

July 25, Tuesday, Grades due at noon.

July 24–August 16, Summer Extended Period.

FIRST SUMMER SESSION, May 15, 2006–June 16, 2006

May 14, Sunday, Residence halls open at 9 A.M.

May 15, Monday, UNIVERSITY CLASSES FOR FIRST SUMMER BEGIN. Late registration and change-of-course accepted.

May 17, Wednesday, Late registration and change-of-course end.

May 24, Wednesday, First course-withdrawal period ends.

May 29, Monday, Memorial Day recess. NO CLASSES.

June 6, Tuesday, Last course-withdrawal period ends.

June 16, Friday, First summer session ends.

June 16, Friday, Residence halls close at 8 P.M. for those **not** returning for second summer session.

June 20, Tuesday, Grades due at noon.

SECOND SUMMER SESSION, June 19, 2006–July 21, 2006

June 18, Sunday, Residence halls open at 9 A.M.

June 19, Monday, UNIVERSITY CLASSES FOR SECOND SUMMER BEGIN. Late registration and change-of-course accepted.

June 21, Wednesday, Late registration and change-of-course end.

June 28 Wednesday, First course-withdrawal period ends.

July 4, Tuesday, Independence Day recess. NO CLASSES.

July 12, Wednesday, Last course-withdrawal period ends.

July 21, Friday, Second summer session ends.

July 22, Saturday, July Commencement.

July 22, Saturday, Residence halls close at 6 P.M.

July 25, Wednesday, Grades due at noon.

STATEMENT OF STUDENT RESPONSIBILITY

Ball State University reserves the right to alter programs and requirements for graduation with any degree. An alteration of a curricular or graduation requirement is not made retroactive unless the alteration is to the student's advantage and the student desires it. Exceptions may be necessary when changes in professional certification or licensure standards require changes in academic requirements or in university programs. The responsibility for knowing degree requirements rests with the student. It is also the student's responsibility to know the university regulations for the standard of work required to continue in the Graduate School. Graduate School personnel will aid in every possible way, but the responsibility for an error in the interpretation of the rules rests with the student.

THE UNIVERSITY

MISSION

Ball State University is a learning community engaged in the discovery of knowledge, the integration of learning experiences, and their application through civic and professional leadership.

We value the following attributes as they relate to the mission:

In our learning community, we value—

- Challenge and achievement
- Teamwork and problem solving
- Personalized learning

In our discovery of knowledge, we value—

- Intellectual freedom
- Inquiry and investigation
- Creative activity

In our integration of learning experiences, we value—

- Connection
- Coherence
- Collaboration

In our civic and professional leadership, we value—

- Integrity
- Social justice
- Social responsibility

HISTORY

Ball State University was founded as Indiana State Normal School, Eastern Division, in 1918. Its antecedents, all housed in what is now the Ball State Administration Building, were also normal schools, owned and operated under various names. In 1918, the Ball brothers, a prominent Muncie industrial family, bought the property and donated it to the state of Indiana, which, in turn, transferred control of the school to the board of trustees of the Indiana State Normal School in Terre Haute. In 1922, in recognition of the generosity of the Ball brothers, the board added Ball Teachers College to the school's name. In 1929, the Indiana General Assembly separated the two colleges, naming the campus in Muncie Ball State Teachers College.

On February 8, 1965, the general assembly renamed the institution Ball State University in recognition of its phenomenal growth in enrollment and physical facilities; of the variety and quality of its educational programs and services; and in anticipation of the much broader role it would be expected to assume in the future.

DESCRIPTION

Ball State University is a comprehensive, publicly assisted institution of higher education whose mission is to provide excellent education. It is located in Muncie, Indiana, a city of 70,000, 56 miles northeast of Indianapolis. Although its primary concern is for the citizens of Indiana, it offers programs with appeal to regional, national, and international audiences.

Ball State University offers a strong undergraduate liberal and professional education and selected graduate programs of high quality. Ball State students can choose from a comprehensive range of academic programs at the associate, baccalaureate, and master's levels, as well as doctoral programs in areas where the university has special competence. In addition to core academic programs in the arts, sciences, and humanities, the university offers more than 150 major and minor areas of study through its seven colleges: Applied Sciences and Technology; Architecture and Planning; Business; Communication, Information, and Media; Fine Arts; Sciences and Humanities; and Teachers College.

The university has a selective admission policy; in some areas, such as architecture, the university is very selective. Exceptionally well-qualified undergraduate students may enroll in the Honors College for more intellectually demanding programs of study. Students who have not decided on a major or who may need to strengthen their learning skills can take advantage of the special academic assistance and intensive educational counseling offered by University College.

As part of Ball State's commitment to excellence in education, the university offers students a friendly, collegiate atmosphere; a full range of out-of-class activities; and excellent, well-planned academic, residential, and recreational facilities. An impressive array of student support services contributes to the personal, social, and intellectual development of all students.

Although Ball State University is primarily a residential academic community, it also supports programs that reach students well beyond the immediate campus. Through interactive telecommunications, Internet courses, and on site courses, Ball State distance learning students are able to take courses and degree programs. The university has a strong commitment to cultural diversity and international programs. It offers exchange programs with universities throughout the world and a wide variety of opportunities for students to study abroad.

THE GRADUATE SCHOOL

www.bsu.edu/gradschool

West Quad Building (765) 285-1297

Acting Dean: Mary Kite

Assistant Dean: Jacquelyn S. Nelson

OBJECTIVE OF GRADUATE STUDY

The objective of graduate study is to develop the intellectual breadth and specialized training necessary for careers in teaching, in research, and in the professions. The graduate programs at Ball State University emphasize the knowledge, methods, and skills needed for scholarly teaching, problem solving and original research, creative expression, and intellectual leadership.

The problems facing society require new knowledge and new ways of using existing knowledge. To meet these challenges the university provides, through its graduate programs, an atmosphere that fosters scholarship and creative activity.

GRADUATE EDUCATION COMMITTEE

Policies and procedures for graduate programs are the responsibility of the Graduate Education Committee subject to approval by the University Senate, the president of the university, and the board of trustees. The committee consists of 11 representatives elected by the graduate faculty of each college. The number of representatives from each college is based on the ratio of its membership to the total graduate faculty. Two members of the Faculty Council who are members of the graduate faculty also serve. Three members of the graduate faculty, recommended by the dean of the Graduate School, are appointed by the Faculty Council. In addition, one graduate student is selected by the Student Association from each college offering graduate programs. The dean of the Graduate School, the assistant dean of the Graduate School, and the provost and vice president for Academic Affairs are ex-officio members.

GENERAL INFORMATION

Graduate Record Examination

The Graduate Record Examination (GRE), which consists of verbal, quantitative, and analytical writing sections, is required for admission to a doctoral or specialist degree program. For non-native speakers of English, a different standardized test, recommended by the department head and approved by the graduate dean, may replace the GRE Departments and may also require GRE Advanced Subject Tests. The GRE is also required for a master's degree applicant in any of the following categories:

1. applicants whose undergraduate degrees were received from nonaccredited institutions;
2. applicants whose undergraduate grade point averages are below 2.75 on a 4.0 point scale;
3. applicants whose undergraduate degrees are from institutions with nontraditional grading systems; if nontraditional grades were received in the major field of study and related subjects, students are urged to submit both aptitude and, if available, advanced test scores;
4. applicants who expect to major in a department or enter a program that includes the GRE as a condition for admission.

Graduate Academic Load

Graduate students may register for a maximum of 15 hours in a semester, 6 hours in a five-week summer term, and 12 hours for the combined summer terms.

Graduate assistants and doctoral assistants may register for a maximum of 12 hours in a semester and 3 hours in a five-week summer term. The minimum course load for an assistant is 6 hours of graduate credit in a semester and 3 hours in a five-week summer term.

A full-time graduate student, as defined for the purpose of classification for financial aid or veterans' benefits, is a student registered for 9 or more semester hours in the fall or spring semester. A half-time load would consist of 5 to 6 hours. Full-time for a summer term is 6 hours; half-time, a minimum of 3 hours. A full-time student, as defined by the Office of the Bursar and Loan Administration for billing purposes, is a student registered for a minimum of 12 semester hours.

All requests for overloads or exceptions to the established minimum course load must be accompanied by a written statement from the student's advisor, committee chairperson, or department chairperson justifying the request based on academic considerations only. Requests will be acted on by the dean of the Graduate School, the executive committee of the Graduate Education Committee, or both.

Course Numbering

Undergraduate courses of similar content may not be repeated at the graduate level for credit. Courses numbered 500 and above are for graduate students: graduate-level “taught-with” courses—graduate courses that may be taken by undergraduates—are represented by 500-level numbers; 600-level numbers are used for graduate courses; and 700-level numbers are for doctoral courses. Enrollment in 700-level courses requires doctoral-level standing or permission from the department chairperson and the dean of the Graduate School.

It is the student’s responsibility to ensure that courses are not repeated. A course applies only once to a degree or certificate.

Statement on Demonstrated Proficiency in English

Proficiency in the use of the English language is expected of all students who graduate with advanced degrees from Ball State University. Proficiency depends not so much on the ability to pass examinations—although the Cooperative English Test, the Test of English as a Foreign Language (TOEFL), or GRE may be required—as it does on the habitual use of acceptable English in spoken or written work. Each department will judge the qualifications of its advanced students in the use of English. Reports, examinations, and speech may be used in evaluating students’ proficiency. Students found deficient in English will be offered an opportunity to remedy the deficiency and will be encouraged to seek the assistance the university provides for this purpose.

Application for Graduation

Each graduate-degree-seeking student should file an application for graduation before the start of the semester in which the degree is to be granted. The deadline for filing the application is the end of the fourth week of the semester of graduation.

Commencement Degrees

Degrees are awarded at the end of each semester, each summer session, and summer semester. Formal public ceremonies are held at spring, summer, and fall commencements. All candidates are urged to attend commencement exercises, where graduate degrees are conferred individually.

STUDENT ACADEMIC ETHICS AND ATTENDANCE POLICIES

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Academic dishonesty by a student will not be tolerated and will be treated in accordance with this policy.

Academic dishonesty includes, but is not limited to, the following:

1. Violations of procedures that protect the integrity of a quiz, examination, or similar evaluation, such as
 - a. possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
 - b. copying from another person’s paper;
 - c. communicating with, providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
 - d. possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;

- e. taking a quiz or examination or similar evaluation in the place of another person;
 - f. utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
 - g. changing material on a graded examination and then requesting a regrading of the examination;
 - h. cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the faculty member.
2. Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as
 - a. submitting an assignment purporting to be the student's original work that has been wholly or partly created by another person;
 - b. presenting as one's own the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources;
 - c. submitting as newly executed work, without the faculty member's prior knowledge and consent, one's own work which has previously been presented for another class at Ball State University or elsewhere;
 - d. knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.
 3. Cooperation with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker.
 4. Knowingly destroying or altering another student's work whether in written form, computer files, art work, or other format.
 5. Aiding, abetting, or attempting to commit an act or action that would constitute academic dishonesty.

Implementation Procedures

Cases of academic dishonesty will be handled according to procedures outlined in the Student Academic Ethics Policy, found in the *Faculty and Professional Personnel Handbook*. For more information, contact the associate provost.

Code of Student Rights and Responsibilities

The Code of Student Rights and Responsibilities outlines behaviors expected of students at Ball State University. The standards of conduct apply to students while on the campus, when attending university-sponsored events, or when otherwise relevant to the security or integrity of the university community.

To view the Code of Student Rights and Responsibilities, go online to www.bsu.edu/sa/dean/stucode.

Student Attendance

At Ball State University student attendance at class meetings is expected. Faculty shall establish attendance policies for their courses. Such attendance policies must be communicated to students by faculty through course syllabi or outlines.

Absence caused by field trips in one of the student's courses or by official university responsibilities shall be announced in advance to instructors of the other course(s) in which the student is enrolled. A notice will originate in the office of the department chairperson and be brought to the instructor(s) by the student. This notice should be shown to the instructor(s) at least three (3) days before the field trip. All trips should be scheduled after the first week or before

the last two weeks of a semester (last two weeks—including the examination period). Exceptions to these periods will be granted only after consultation with and approval by the provost and vice president for Academic Affairs and the vice president for Student Affairs and Enrollment Management.

Detailed information regarding requirements for veterans' attendance may be obtained from the Office of Scholarships and Financial Aid. This information is kept current by directives received from the administrator of the Veterans Administration, VACO, Washington, D.C.

Campus Security Report/Crime Statistics [668.46]

In compliance with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" (20 U.S.C. 1092), Ball State University provides the required information to all faculty, staff, and students on the Web. Go to www.bsu.edu/students and click on "Annual Security Report." The Annual Security Report is published annually and contains crime statistics for the three most recent calendar years and campus policy regarding reporting of on- and off-campus criminal activity; facility safety and access; law enforcement; sale, possession, and use of alcohol and illegal drugs, including sanctions. It also includes information regarding availability of drug and alcohol education programs, safety and crime prevention programs, and sexual assault prevention programs and procedures to follow when sex offenses occur. The Campus Security Report is available in printed form upon request. Contact the Office of the Dean of Students at 1 (800) 382-8540, selection 8, or (765) 285-5343.

Report on Athletic Program Participation Rates and Financial Support Data [668.47]

The Equity in Athletics Disclosure Act Report provides data on athletic participation rates and data on financial support for athletic teams. Contact Intercollegiate Athletics in the Health and Physical Activity Building, Room 116, or call (765) 285-1671.

MASTER'S DEGREES

All master's degree programs are selective and require departmental permission before admission and registration for any graduate courses. Students should see the appropriate department chairperson for special requirements.

Ball State University offers the following master's degrees: master of architecture (MArch), master of arts (MA), master of arts in education (MAE), master of business administration (MBA), master of landscape architecture (MLA), master of music (MM), master of public administration (MPA), master of science (MS), and master of urban and regional planning (MURP).

Secondary teachers working toward professional licensing must major or minor in each field for which endorsement is sought. (For a complete explanation of professional requirements see page 263.)

MASTER OF ARTS DEGREE

Majors

Actuarial Science
Adult and Community Education
Anthropology
Applied Gerontology
Biology
Career and Technical Education
Chemistry
Clinical Psychology
Cognitive and Social Processes
Communication Studies
Counseling
Curriculum and Educational
Technology
Educational Psychology
English
Executive Development
for Public Service
Exercise Science
General Science
Geology
Health Science
History
Family and Consumer Sciences
Journalism
Linguistics
Mathematics

Mathematics Education
Music
Natural Resources and
Environmental Management
Physical Education
Physics
Physiology
Political Science
Public Relations
School Psychology
Secondary Education
Social Psychology
Social Science
Sociology
Special Education
Speech-language Pathology
Statistics
Student Affairs
Administration in Higher
Education
Teaching English to Speakers of
Other Languages (TESOL)
Technology Education
Telecommunications (Digital
Storytelling)
Visual Arts Studio
Wellness Management

A minimum of 30 hours is required for a master's degree. Some majors are more than 30 hours. Check specific programs for degree requirements.

The usual plan of study for the master of arts degree is as follows:

Major area of study including thesis, research paper, creative project,
or graduate research methodology course. 15–30 hrs.
Minor area of study of 8 or more hours and/or electives in any
area or areas including the major area 0–15 hrs.

MASTER OF ARTS IN EDUCATION DEGREE

Majors

Business Education

Educational Administration
and Supervision

Elementary Education

Physics

Special Education

Teaching in Elementary Education

Students working toward professional licensing in elementary education will major in elementary education.

All master's degree candidates majoring in business education must take the Graduate Management Admission Test (GMAT). All Miller College of Business graduate courses offered by the departments of accounting, finance, and marketing and management have full admission to a graduate program of the university as a prerequisite.

**The usual plan of study for the master of arts
in education degree is as follows:**

Major area of study including thesis, research paper, creative project,
or graduate research methodology course 15–21 hrs.
Three courses from the professional education core. 9 hrs.
Minor area of study of 8 or more hours and/or electives in any
area or areas including the major area 0–11 hrs.

MASTER OF SCIENCE DEGREE

Majors

Accounting

Biology

Chemistry

Computer Science

Dietetics

Exercise Science

Geography

Geology

Health Science

Historic Preservation

Family and Consumer Sciences

Information and Communication

Sciences

Mathematics

Natural Resources and

Environmental Management

Nursing

Physical Education

Physics

Physiology

Wellness Management

The master of science program in historic preservation usually requires 55 hours of study, including a summer internship. For a student who holds a bachelor of architecture degree, a preservation and restoration option is available under the master of architecture degree (30 hours). Admission to either program requires departmental permission.

A thesis is required for all students working toward the master of science degree, except those majoring in computer science (a nonthesis option is available), management, or information and communication sciences.

The usual plan of study for the master of science degree is as follows:

Major area of study including credit for thesis. 15–30 hrs.
Minor area of 8 or more hours and/or electives 0–15 hrs.

Minors

Minors are usually available in the major fields of study for the master's degree. They are also available in general foundations of business, geographic information processing and mapping, higher education, public health, and school library and audiovisual services. General foundations of business is a 12-hour minor that is not open to students who have an undergraduate major in any field of business or who are majoring in any field of business at the master's level.

Plan of Study

A student's plan of study, including the major area and the minor area or electives, will be selected in consultation with the appropriate department chairperson or delegated representative who serves as the student's departmental advisor.

APPLICATION FOR ADMISSION

A baccalaureate degree from Ball State University or an equivalent degree from an institution accredited by its regional accrediting association is a prerequisite for admission to graduate study for a master's degree. An applicant with a baccalaureate degree not considered the equivalent of that of Ball State University may be admitted to graduate study under special conditions to be determined by the dean of the Graduate School.

Application for admission to graduate study is made on a form obtainable from the Office of Graduate Admissions. To be eligible for registration, the student must be admitted to a graduate degree program and the Graduate School must have received the graduate application and two copies of official transcripts from the institution granting the baccalaureate degree and each institution attended for undergraduate and graduate work (one copy to be sent to the Graduate School and the other to the department in which the student intends to major). An official transcript is one that has been received directly from the issuing institution. It must bear that institution's seal, the date, and an appropriate signature. Transcripts received that do not meet these requirements will not be considered official and will be rejected for any permanent use. All transcripts become the property of Ball State University.

APPLICATION DEADLINE

All application materials, including a completed application form and official transcripts, must be submitted to the Graduate School at least **four** weeks before the term in which the student wishes to begin graduate study. Departments may have earlier deadlines and require additional supporting credentials for admission. A prospective student should contact the major department for specific program deadlines and prerequisites. Enrollment for applicants whose admission materials arrive after the deadline may be deferred to a subsequent term.

STANDARDS FOR ADMISSION

Admission standards are established for each master's degree program at Ball State University by the responsible academic unit. Students must meet the following minimum criteria to be admitted to graduate study toward a master's degree:

1. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
2. Satisfy one of the following:
 - a. an undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate the grade point average).
 - b. a cumulative grade point average of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
 - c. an acceptable combination of cumulative grade point average on the baccalaureate and score on the Graduate Management Admission Test (GMAT) if the intended program is the master of business administration or the master of science in accounting.
 - d. A minimum 3.0 average in 9 semester hours of graduate work approved by the chairperson of the major department, approved in advance by the graduate dean, as well as, obtain a score on a standardized admission test with national norms. Both the test and the score must be acceptable to the academic unit in which the student intends to major. Official scores from the standardized test must be on file in the Graduate School prior to enrollment in the student's first graduate course. Such students will be considered degree-seeking students with probationary admission status.
3. Meet departmental or program admission requirements.

Regular admission is not complete until an approved program of courses required for the degree is filed with the major department. Compensatory course work may be required for students whose undergraduate majors do not prepare them for their chosen master's degree programs. Any such course requirements in addition to the basic 30 hours for the degree must be stated in the approved programs.

Students may be permitted to enroll in graduate courses before regular admission only upon recommendation of the major academic unit. Such students will be considered degree-seeking students with conditional admission status (see "Conditional Admission"). However, only 9 hours earned at Ball State University before being granted regular admission may be applied toward a master's degree program. Exceptions to this policy must be approved in advance by the dean of the Graduate School.

Admission to the university does not guarantee admission to a specific degree program.

CONDITIONAL ADMISSION

Applicants who have not submitted complete admission materials or who have not yet been officially admitted to their departmental master's degree programs may be granted conditional admission. Students will be notified of conditions that must be met at the time of admission. If the conditions for a student's admission have not been fulfilled within the time period specified (usually one academic semester), the student will be barred from subsequent registration in the Graduate School.

FRESH START ADMISSION

A graduate student may request a "fresh start" when changing or returning to a graduate program leading to a master's degree at Ball State University. A "fresh start" is defined as beginning a graduate program and having the graduate academic record recalculated to reflect no hours attempted and no graduate grade point average for the new program. All graduate courses previously taken at Ball State University, however, will remain on the student's academic record.

To be considered for a fresh start, the student must submit a graduate application and a written statement of purpose for seeking readmission to the dean of the Graduate School and must meet the following criteria:

1. a period of time of no less than six years has expired since the student withdrew or was dismissed from a Ball State graduate program,
2. the student's previous graduate grade point average is below the minimum required to earn a master's degree (3.0 on a 4.0 scale),
3. the student meets current Graduate School admission requirements, and
4. the student has been recommended for admission into the program by the appropriate department.

Courses completed in a previous Ball State graduate program will not transfer or be applied to the requirements of the new program. The new program must be finished and the degree conferred within six years of the completion of the first new course. The student must complete a minimum of 30 semester hours, and the program of study must meet all departmental and Graduate School requirements.

Only one fresh start will be granted to any one graduate student at Ball State University.

Final approval for a fresh start application rests with the dean of the Graduate School.

ADMISSION AS A NONDEGREE STUDENT

Ball State University has two categories of nondegree admission:

1. Nondegree (Licensure)—Licensure clearance is granted to students working toward any of the following: professional grade teaching (post-master's), school services personnel and school administration and supervisory certificates, and endorsements added through completion of graduate credit. Students are

required to supply Graduate Admissions with official transcripts verifying the baccalaureate degree including all undergraduate work completed prior to the granting of the baccalaureate degree as well as any transcripts deemed necessary for added licensure. A student must have a cumulative undergraduate grade point average of at least 2.5 on a 4.0 scale or a 3.0 on a 4.0 scale in the latter half of the baccalaureate to be enrolled. Students whose cumulative undergraduate grade point averages are below 2.5 may be allowed to enroll in a nine-hour probationary plan of study consisting of undergraduate courses only. Probationary students must earn at least a 3.0 in the nine undergraduate hours to be considered for approval to take graduate courses.

2. **Nondegree (Nonlicensure)**—Ball State University recognizes the need of many persons to pursue educational programs that maybe related to their employment or that will otherwise enrich their lives. For these reasons, students with baccalaureate or advanced degrees who do not have further degree objectives but desire personal and professional enrichment may be admitted to graduate study as nondegree students. Students are required to supply Graduate Admissions with official transcripts verifying the baccalaureate degree, including all undergraduate work completed prior to the granting of the baccalaureate degree. A student must have a cumulative undergraduate grade point average of at least 2.5 on a 4.0 scale or a 3.0 on a 4.0 scale in the latter half of the baccalaureate to be enrolled.

Nondegree students who later apply to a degree program must meet all entrance requirements of that program and have maintained at least a 3.0 graduate grade point average in their nondegree course work. No more than 9 hours earned in nondegree status may be applied to an advanced degree program if a person later is admitted as a regular graduate student. The department in which the student is studying and the dean of the Graduate School will determine which credit hours earned in nondegree status will apply to a degree program. Credit hours must have been completed within the six-year time limit allowed for completion of a master's degree.

ADMISSION TO CERTIFICATE PROGRAMS

Ball State University offers certificate programs in the following areas: artist diploma, biotechnology, business essentials for professionals, college and university teaching, gerontology, and nursing. Students must meet the minimum requirements for admission to a master's degree program (page 11) and, if accepted, will be classified as nondegree students.

Curriculum Criteria The number of credits for a certificate must be at least 12 semester hours and not more than one-half of the credits necessary for a related graduate degree. All certificate requirements must be met within five years. Students must earn at least a 3.0 GPA to qualify for a certificate, but no course with a grade below 2.0 (C– or lower) can be counted toward the certificate. No transfer credit is allowed to count toward the certificate. Hours earned toward the certificate can apply to a degree-granting program with departmental approval, but students must apply for admission to degree programs before one-half of the required credits are completed.

RETENTION IN NONDEGREE STATUS

Satisfactory Grade Point Average

At any time after completion of 9 hours of graduate study, students must have and maintain at least a 3.0 graduate grade point average.

Probationary Status

Students will be placed on academic probation if their cumulative graduate grade point averages fall below 3.0 at any time after completion of 9 hours.

To remove probationary status, a student must have at least a 3.0 graduate cumulative grade point average by the time the next 9 graduate hours are completed.

If probationary status is not removed, the student's admission to graduate study will be canceled, and additional graduate study will not be possible until the student has reapplied and been readmitted. Students seeking readmission must present to the dean of the Graduate School a written request approved by the chairperson of the major department. The decision to readmit will be made by the dean of the Graduate School.

Readmission Status

Students readmitted to graduate study will carry the same classification held when graduate admission was canceled.

ADMISSION OF INTERNATIONAL STUDENTS

International students interested in graduate study at Ball State University should write to the Center for International Programs (CIP) for application forms or go to www.bsu.edu/international. These students must meet all the university's regular admission requirements. All credentials from secondary schools, colleges, universities, and their equivalents from locations other than the U.S. are evaluated by CIP.

English Proficiency for Non-Native Speakers of English

Students who are non-native speakers of English applying for admission to the Graduate School must submit the results of the Test of English as a Foreign Language (TOEFL) taken no more than 18 months before the date of admission. A student intending to enroll at Ball State University may be required to retake the TOEFL before being admitted, regardless of the extent of previous training in English. Any exceptions to these rules must be approved by CIP and the dean of the Graduate School.

Any student admitted with a score lower than 550 on the TOEFL will be required to take ENEFL courses offered by the intensive English institute in the Department of English. Exceptions to this rule must be approved by CIP, the dean of the Graduate School, the chairperson of the department in which the student is majoring, and the director of the Intensive English Institute. Any department may set a higher score requirement than a score of 550 for its majors.

If it is deemed advisable, CIP or the director of the Intensive English Institute may recommend to the dean of the Graduate School that a student be required to take one or more of the English Language Tests administered by the Ball State University Counseling and Psychological Services Center.

Any international student may take a course in English as a foreign language, regardless of whether such a course is required.

Any student who is required to take a course in English as a foreign language and whose progress is unsatisfactory will be required to repeat the course if the director of the Intensive English Institute deems it advisable or if the chairperson of the department concerned and the dean of the Graduate School deem it advisable. The chairperson of the department concerned and the dean of the Graduate School will take into consideration the recommendation of the English department. Before completing their coursework in the Intensive English Institute, students are required to pass an assessment of their proficiency in English.

Physical Examination Requirement for International Students

After arrival at Ball State University, during the registration process, all international students are required to appear at the University Health Center for a physical examination.

PROCEDURES FOR EARNING A MASTER'S DEGREE

GRADUATE ADVISING

Each department is responsible for evaluating the qualifications of its prospective graduate students. One of the evaluation tools used by some departments is a proficiency examination administered by the department. When undergraduate preparation in the chosen field of graduate study is insufficient, a student's major advisor may prescribe additional work. If the department determines that a student is deficient in one or more areas, the student is expected to remove these deficiencies.

The chairperson of the concerned department or the delegated representative will advise the student in outlining a degree program. All departmental advisors signing approval for graduate student academic programs must have been approved by their departments. When a student's eligibility is assured, the academic advisor will admit the student to candidacy for the master's degree and later will recommend the conferment of the degree. The research paper, creative project, and thesis will be written under the supervision of an academic advisor who is a member of the department in which a student has selected a major.

REGISTRATION

Upon receiving registration clearance, graduate students may register for courses in person, by mail, or online via the Ball State University Web site. Please contact the following offices for registration assistance:

Degree-seeking students	Office of Graduate Programs
in the Miller College of Business	WB 146, (765) 285-1931
Degree-seeking students	Departmental Offices
in Teachers College	
All other degree-seeking students	Major departmental advising office
Non-degree students taking	Graduate School
classes on main campus	(765) 285-1297

Teacher licensing students	Educational License Office
.....TC 918, (765) 285-1168
All students taking classes at	School of Extended Education
off-campus sites (degree and	
nondegree, except for business, see above) CA 200, (765) 285-1583

Mail registrations should be sent to the Office of the Registrar, Ball State University, Muncie, IN 47306. **Registration forms submitted after fees are due must be accompanied by payment.** Please check the *Schedule of Classes* for appropriate dates to begin registration and when payment of fees is required.

All day-class students are expected to register before the beginning of a semester or term. The period of advance registration for each semester and term is specified in the *Schedule of Classes*. The penalty for late registration is a late-registration fee.

Students not on campus are also urged to register in advance. Students for whom advance registration is impossible may register during regular office hours up to the day classes convene for a semester or term.

Information requested on the registration form includes the student's address and telephone number in Muncie for the school year. Changes of address or telephone number after registration are to be reported to the Office of the Registrar.

RESEARCH PLANS

Candidates for master's degrees will organize their graduate study to meet the requirements of four research plans: thesis, 6 hours of graduate credit; research paper, 3 hours of credit; creative project, 3 or 6 hours of credit; or graduate research methodology course plan, a minimum of 3 hours of graduate credit. The research requirement must be taken at Ball State University.

Before beginning work on a research project, a student must submit a *topic approval form*, signed by his or her advisor and the appropriate departmental chairperson, to the dean of the Graduate School. The form, obtainable in the department or the Graduate School office, is to be accompanied by a typewritten description of the proposed research paper, creative project, or thesis including a statement of the problem, the value and significance of the problem, and the research methodology to be used in the study.

Although the concerned department has the responsibility for determining the manual or form to be followed in writing the thesis, research paper, or creative project, such matters as weight of paper, typeface, spacing, and professional typing standards must follow specifications in "How to Write a Term Paper, Graduate Course Paper, Research Paper, Thesis, or Creative Project," available at www.bsu.edu/gradschool.

After receiving approval for RES 697 or THES 698, all master's degree candidates must be registered each semester during the academic year. If not registering for a course or courses, the candidate will register for MASTR 600, Master's Candidate, for a fee of \$50. Before degree conferral, registration and subsequent payment for MASTR 600 are mandatory for students who have not registered for MASTR 600 during required semesters. Registration in MASTR 600 is not required during the summer. Registration in MASTR 600 will give the master's candidate the rights and privileges of a regular student.

A master's candidate may also take MASTR 600 under other circumstances when not registered for a course or courses—for instance, while working off an

incomplete grade—with the approval of the candidate's committee chairperson, the department advisor, and the dean of the Graduate School

Thesis (THES 698)

This plan requires the candidate to present a thesis embodying the results of a study of some subject directly related to the area of specialization. The thesis must show that the candidate possesses the abilities to pursue a research problem successfully and to draw valid and significant conclusions from the data. The student must have a committee of three faculty members selected in consultation with the department chairperson.

A student may not submit this paper until 12 hours of graduate work have been completed and the candidate's advisor and departmental chairperson have signed a statement approving the subject. Approval forms are available at www.bsu.edu/gradschool.

The approved thesis must be presented to the dean of the Graduate School in final form at least four weeks before the close of the semester or term in which the student is to be certified for graduation. The original typed copy and one additional copy must be submitted unbound, with the two approval pages signed by all three members of the student's committee and the department chairperson. An additional copy of the thesis may be required for the departmental file. It is the student's responsibility to deliver this copy.

In addition, the student must submit three copies of a 100- to 150-word abstract of the thesis describing the nature of the study and findings. One copy of this abstract must be placed on file in the Graduate School office.

The student who writes a thesis must enroll in THES 698 Thesis, for a total of 6 hours of credit. The thesis is not used to meet the requirements for any course except THES 698.

Research Paper (RES 697)

This paper must be an original study of nonthesis proportions showing that the candidate possesses the abilities to pursue a research problem successfully and to draw valid and significant conclusions from the data. It must be on some subject directly related to the candidate's area of concentration and must meet the approval of the student's departmental advisor and the department chairperson. A student may not submit this paper until 12 hours of graduate work have been completed and the candidate's advisor and the department chairperson have signed a statement approving the subject. Approval forms are available at www.bsu.edu/gradschool.

A student must submit the original typed copy of the research paper in its final approved form and one copy (both bound in black hardback folders) to the Graduate School office at least four weeks before the close of the semester or term in which the candidate is to be certified for graduation. The paper must be accompanied by a final approval form signed by the student's departmental advisor and the department chairperson, showing that the work is accepted as the student's research paper for a master's degree. If the departmental advisor and the department chairperson are the same person, another member of the graduate faculty within the department of the student's major must also sign the form, indicating familiarity with the paper and knowledge of the student's work. An additional typed copy of the research paper may be required for the departmental file. It is the student's responsibility to deliver this copy.

The student who writes a research paper must enroll in RES 697 Research Paper for 3 hours of credit. The research paper is not used to meet the requirements of any course except RES 697.

Creative Project (RES 697 or THES 698)

The creative research project (3 or 6 hours) must be in the student's concentration area. Examples of creative projects are a musical arrangement, composition, or recital; painting(s), sculpture, or a craft project; a literary composition; and instructional units in science or social science. The creative project must be supported by a written report that includes background research and other significant information basic to the project, as well as a thorough description of the project itself. The student is required to have a committee of three for the 6-hour project and an advisor for the 3-hour project. These members will be selected in consultation with the department chairperson.

A creative research project must show evidence of superior craftsmanship and creative scholarship and must be limited to students, on the recommendation of the department chairperson, who are capable of exhibiting these traits. It must meet the approval of the student's advisor and the chairperson of the department concerned.

A student is not permitted to submit a creative project before completing 12 hours of graduate work and obtaining a signed statement from the departmental advisor and the department chairperson approving the project. Approval forms may be obtained at www.bsu.edu/gradschool.

The original typed copy of the project in its final approved form and one copy—both bound in black hardback folders if for 3 hours of credit, both unbound if for 6 hours of credit—must be submitted to the Graduate School office at least four weeks before the close of the semester or term in which the candidate is to be certified for graduation. The 3-hour project must be accompanied by a final approval form, signed by the student's departmental advisor and department chairperson, showing that the work is accepted as the student's creative research project for the master's degree. If the departmental advisor and the departmental chairperson are the same person, another member of the graduate faculty in the student's major department must also sign the form. If for 6 hours of credit, the project must be accompanied by two approval sheets signed by the student's committee of three and the department chairperson.

If tape recordings, films, filmstrips, slides, photographs, or similar types of materials are part of a creative project, two copies of each must be submitted, whether the project is for 3 or 6 credit hours.

The student who writes a creative project for 3 hours will enroll in RES 697 Research Paper; for 6 hours, the student will enroll in THES 698 Thesis. (See directions for writing a thesis for further instructions). The creative research project is not used to meet the requirements for any course except RES 697 or THES 698.

Graduate Research Methodology Course Plan

This course plan is not approved as a research plan option in some master's degree programs. For these programs, a thesis, research paper, or creative project is required.

A candidate for a master's degree choosing the graduate research methodology course plan will complete an appropriate research course at Ball State University totaling a minimum of 3 semester hours. The research course, with departmental approval, will constitute a part of the master's degree major.

Each academic unit offering a master's degree will identify the course or courses it will use to satisfy the research course requirement of 3 or more semester hours. The research course may be taken in another department with the approval of the major-area advisor.

Research methodology courses identified as appropriate should emphasize either basic or applied research skills, or both. Unlike other graduate courses in the major area dealing with research, this course will have research as its primary focus and will be taught by persons with special research competencies and interests. Course content should include preparation of a research study, report, or paper.

GRADING SYSTEM

The graduate grading system and credit points are as follows:

$A = 4.000$	$B+ = 3.333$	$C+ = 2.333$	$D+ = 1.333$	$F = 0$
$A- = 3.667$	$B = 3.000$	$C = 2.000$	$D = 1.000$	
	$B- = 2.667$	$C- = 1.667$	$D- = .667$	

The following grades are not included in the calculation of grade point averages: *W* (Withdrawal), *I* (Incomplete), *AU* (Audit), *EC* (Enrollment Continued).

All graduate grades are used in computing the student's cumulative grade point average. An overall scholastic ratio of 3.0 (*B* average) must be attained before admission to candidacy and the final awarding of any master's degree. An average of *B* is also required in the student's major. An overall scholastic average of 3.2 must be attained before admission to candidacy and the final awarding of any specialist or doctoral degree. No course with grades below *C* (2.0) may be counted toward any degree program. Individual departments may have higher minimum grade requirements. Consult the individual departments for a description of the minimum grade requirements.

I represents incomplete work and is given only when the instructor permits a student to finish incomplete work. In cooperation with the department chairperson, the instructor determines the validity of the claim to an incomplete grade and outlines the procedure for its removal and the time limit for completing the work. Forms are filed in triplicate: one with the department chairperson and two with the registrar's office, one copy of which is mailed to the student. The maximum time permitted for the completion of an *I* grade is one year. An exception is made when an *I* grade is given for RES 697, THES 698, or DISS 799. If an *I* grade is not removed within the time agreed upon, it automatically becomes an *F*. Upon written notification to the registrar, the dean of the Graduate School may approve an extension of time up to one more year.

It is common practice for an *I* grade to be given to students enrolled in RES 697, THES 698, and DISS 799 until the completed research paper, thesis, or dissertation has been submitted to the Graduate School office in its final approved form.

At the close of each semester or term of attendance, a report of grades earned is mailed to each student. Any change in a grade already reported must be made by the instructor on a Change-of-Grade/*I* Removal form. Grade changes must be approved by the dean of the college concerned before filing in the registrar's office. Any such change must be completed within one year of the close of the session for which the grade was due.

Course Repetition

A graduate student may not repeat more than one time a course for which a grade has been given. The repetition of a course does not remove the previous grades from the student's official academic record. The last grade in a course will be used in computing the scholastic ratio. The credit hours will count only once toward meeting minimum hourly requirements for graduation.

Individual programs may impose additional limitations on course repetitions with the approval of the dean of the Graduate School. Students are advised to familiarize themselves with program policies.

Auditing a Course

A student who wishes to take a course without expectation of credit registers as an auditor. No credit will be earned; however, a transcript entry of "audit" may be recorded. The instructor will decide whether an audit class is to be posted on the permanent record.

Credit/No-Credit

The option of credit/no-credit is not available for graduate courses with the exception of graduate student teaching courses.

RETENTION IN A MASTER'S DEGREE PROGRAM

Satisfactory Grade Point Average

At any time after completing 9 hours of graduate study, students must have and maintain at least a 3.0 graduate grade point average.

Probationary Status

Students will be placed on academic probation if their cumulative graduate grade point averages fall below 3.0 at any time after completion of 9 hours.

To remove probationary status, a student must have at least a 3.0 graduate cumulative grade point average by the time the next 9 graduate hours are completed.

If probationary status is not removed, the student's admission to graduate study will be canceled, and additional graduate study will not be possible until the student has reapplied for regular admission and has been readmitted.

Readmission Procedure

WITHDRAWAL FROM A COURSE

Change-of-Course Period

Students may drop a course through the fifth class day of a semester or through the third day of a summer term. Courses dropped through this period are not recorded on the student's permanent record. If, however, the student is enrolled in only one course, dropping a course during the first week of class constitutes complete withdrawal from the university. As a result, a *W* is recorded on the student's permanent record. Dropping the only course(s) one is taking before the beginning of the first week of classes constitutes cancellation of registration and does not result in a *W* on the student's record. For more information, see the section on "Complete Withdrawal from the University" on page 21.

First Course-Withdrawal Period

The first course-withdrawal period is usually the sixth day of classes to the twenty-third day of classes in a semester, the sixth to the fifteenth day in a summer semester, or the fourth to the seventh day in a summer session.

All student-initiated withdrawals will be accepted and recorded as *W* during this period. Students may obtain withdrawal forms from the office of the department involved and are encouraged to discuss the withdrawal with the professor.

Students desiring to withdraw from a course during this period

1. should see the instructor and discuss the withdrawal;
2. must contact the appropriate departmental office to obtain a withdrawal form and instructions; and
3. must return the completed form to the registrar's office no later than 4 P.M. on the last day of the first course-withdrawal period.

Second Course-Withdrawal Period

The second course-withdrawal period is from the twenty-fourth to the forty-fifth day of classes in a semester, the sixteenth to the thirtieth in a summer semester, or the eighth to the fifteenth day in a summer session.

The instructor's approval is required for withdrawal during this period. At the discretion of the instructor, a *W* may be granted during this period provided that

1. the student's grade in the course at the time of the withdrawal request is *A*, *B*, or *C*, or
2. a health condition exists that can be certified by the University Health Service or other appropriate medical authority, or
3. other verifiable extenuating circumstances exist that can make withdrawal academically justified, or
4. a student withdraws completely from the university (see "Complete Withdrawal from the University" on page 21).

A grade of *F* will be issued if none of the above conditions is met.

Students desiring to withdraw from a course during this withdrawal period must

1. contact the appropriate departmental office to obtain a withdrawal form and instructions;
2. contact the instructor for discussion and signature; and
3. return the completed form to the Office of the Registrar no later than 4 P.M. of the last day to withdraw.

Attendance in class must continue until the withdrawal form has been signed by the instructor and returned to the Office of the Registrar. Unauthorized discontinuance of enrollment or abandonment of a class or classes normally will result in the issuance of a grade of *F*.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

Students finding it necessary to withdraw from the university must report immediately to the Office of the Student Ombudsperson in the Administration Building, Room 212, and complete an application for withdrawal. All complete withdrawals from the university on or after the first day of classes must be on the required form and filed with this office.

The grade for each class will be *W* or *F* according to the following:

First Complete Withdrawal Period

The first withdrawal period begins the first day of classes and ends on the twenty-third day of classes in a semester or the seventh day of classes in a summer term. A student who withdraws completely from the university during this period will receive a *W* for each course in which he or she is registered.

Second Complete Withdrawal Period

The second withdrawal period begins the twenty-fourth day of classes and ends the forty-fifth day of classes in a semester or begins the eighth day of classes and ends the fifteenth day of classes in a summer term.

At the discretion of the instructor, a *W* may be granted during this period provided that

1. the student's grade in the course at the time of the complete withdrawal from the university is *A*, *B*, *C*, or *D*, or
2. a health condition exists that can be certified by the University Health Service or other appropriate medical authority, or
3. other extenuating circumstances exist that make complete withdrawal from the university desirable.

A grade of *F* will be issued if none of the above conditions is met.

Attendance in class must continue until the withdrawal form has been completed and accepted in the Office of the Student Ombudsperson. Unauthorized discontinuance of enrollment or abandonment of a class or classes normally will result in the issuance of a grade of *F*.

APPLICATION FOR GRADUATION

All master's degree candidates must file an application for graduation in the Graduate School. When applying for graduation (see page 5 for specific information), a student should obtain his or her planned program from the major department for submission to the Graduate School. All approved program changes made during the student's course work must be indicated on this form.

TIME ALLOWED FOR A MASTER'S OR SPECIALIST DEGREE

All degree requirements must be met within six years unless the graduate dean on the recommendation of the chairperson of the department offering the degree approves an extension of time.

When some but not all degree requirements were fulfilled more than six years earlier, a student may apply for revalidation. In doing so, he or she must obtain permission from the department chairperson and the graduate dean to demonstrate evidence of current knowledge in the out-of-date requirements. Revalidation of out-of-date requirements may be demonstrated through examinations or retaking of out-of-date courses for credit or audit or by presenting other evidence of currency in the field. The department chairperson will present a written statement to the graduate dean outlining the conditions for revalidation of the requirements; the graduate dean will make the final determination on these conditions. If the graduate dean approves the conditions for revalidation, the department chairperson will forward written results of these conditions, once satisfied, along with a recommendation for or against granting credit for the course(s) in question.

When all degree requirements were fulfilled more than six years earlier, a student must reapply for admission and meet current admission standards and degree program requirements. If readmitted to the degree program a student may request to revalidate out-of-date course work as described above. Final approval of a request to revalidate out-of-date course work rests with the dean of the Graduate School.

A student must meet additional requirements as determined by the department chairperson and graduate dean if

1. the examinations are not passed with a *B* or higher, or
2. evidence of current knowledge is not persuasive, or
3. the original recommendation of the department chairperson and the graduate dean was that examinations and/or the presentation of evidence were not appropriate.

Any transfer credit used to meet degree requirements is also subject to the six-year time limit.

TRANSFER AND EXTENSION WORK

All off-campus courses offered by Ball State University are considered residence or campus credit.

A Ball State master's graduate who is working on the superintendent's license or high school principal's license (a 60-hour program) may take up to 15 of the 30 hours of graduate credit beyond the master's degree at other institutions of higher education. Of these 15 hours, a maximum of 8 may be earned in extension.

Candidates for specialist in education degrees may take a maximum of 6 hours of graduate credit beyond the master's degree at another institution of higher education. The remainder of the 30 hours of graduate credit required for the degree must be earned in residence at Ball State.

Upon recommendation of the department chairperson and with the approval of the dean of the Graduate School, work taken for graduate credit at other institutions may be transferred in partial fulfillment of degree requirements under the following conditions:

- Transfer of credit will be considered for graduate work taken only at regionally accredited institutions provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. The research requirement must be taken at Ball State University.
- All work must have been completed within the time limit of six years allowed to complete a master's degree at Ball State University.
- Only graduate courses in which a student has earned a grade of *B* or better may be considered for transfer credit. A grade of *B-* is not transferrable.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's grade point average at Ball State University.
- When a graduate course is taken at another university on a credit/no-credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferrable unless approved by the appropriate academic unit.
- A master's degree candidate may transfer as many as 9 semester hours toward a degree program with a total of 44 or fewer semester hours. A master's degree program that requires a total of 45 or more semester hours may allow a student to transfer as many as 15 semester hours. Departments may set more restrictive limits on the number of transfer hours.
- Credit in courses taken by correspondence is not applicable toward any graduate degree.
- No credits earned on any graduate degree will be eligible for transfer to a Ball State master's degree.
- No credits earned for a baccalaureate degree may be counted for credit toward a graduate degree at Ball State University.

SPECIAL CASES

Special cases involving policies not covered in this catalog will be submitted to the Graduate Education Committee for consideration and action. In general, a student's major department or program committee has jurisdiction, but the Graduate Education Committee is the board of appeal.

DOUBLE MAJOR

A student may earn a double major by completing a minimum of 15 hours of graduate work in each of the two approved fields of study. In some cases, a "common course" may apply to both majors if prior approval is obtained from the department chairpersons concerned.

SECOND MASTER'S DEGREE

A student may earn a second master's degree. The requirements for the second master's degree include a minimum of 30 hours of graduate credit; a major and minor (if any) in different fields of study; submission of a thesis, research paper, or creative project or completion of the appropriate research methodology course(s), depending on specific degree requirements; and the meeting of other master's degree requirements as specified. No credits earned for the first master's degree may be transferred to the second.

UNDERGRADUATES AND GRADUATE WORK

Undergraduates may take graduate-level courses under the following conditions:

For **graduate** credit, the student

1. has 12 hours or less of course work remaining to complete the baccalaureate degree, and
2. has a 3.6 grade point average in his or her major, and
3. has the approval of the instructor and chairperson of the department offering each course and the dean of the Graduate School.

For **undergraduate** credit, the student

1. is in the 3/2 program in the Miller College of Business, which allows enrollment in specified graduate courses during the senior year;
or, the student
2. has achieved senior standing or has 12 hours or less of course work remaining to complete the major, and
3. has a 3.6 grade point average in his or her major, and
4. has the approval of the instructor and the chairperson of the department offering each course and the dean of the Graduate School.

CHECKLIST FOR THE MASTER'S DEGREE

<i>Procedure</i>	<i>Approved by</i>	<i>Date</i>
Submit an application for admission plus two copies of official and complete transcripts of all work taken.	Dean of the Graduate School	Check with appropriate department program director.
Meet with program academic advisor to develop a program of study for the degree.	Departmental advisor	Before or at the time of registration.
Submit Topic Approval Form along with description of proposed research paper, creative project, or thesis (not required in all programs).	Master's program committee, Dean of the Graduate School	Before you register for research.
Submit approved thesis, research paper, or creative project.	Master's program committee, Dean of the Graduate School	See information under "Research Plans" for required dates.
Apply for degree (graduation).	Dean of the Graduate School	The student is eligible to apply for graduation as early as registration for the final course(s) needed for the degree, but no later than the end of the fourth week of the semester of expected graduation.

SPECIALIST IN EDUCATION DEGREE (EdS)

The major purpose of the program for the specialist in education degree is to provide a plan of advanced study for persons who need an additional year of study beyond the master's degree. The curricular program allows a greater depth of specialization than is possible at the master's level, and a plan of study is tailored to meet each candidate's specific needs. Although the specialist in education degree is self-contained and terminal, certain courses may sometimes be applied to a doctoral program.

Specific Functions

The specific functions of the specialist in education degree program are to

- prepare more effective and competent elementary and secondary classroom teachers.
- prepare junior college and lower-division college teachers.
- provide the candidate with the additional preparation needed to fill specialized school positions as superintendents, principals, supervisors, subject specialists, subject consultants, or similar school personnel.

Area of Specialization

Each candidate must have an area of specialization tailored to personal needs. In planning a candidate's program of study, the committee also will consider the student's general and professional education needs.

Areas of specialization currently available are curriculum and educational technology, school psychology, and school superintendency.

Admission Requirements

To be admitted to graduate study toward a specialist in education degree, a student must

- hold an earned master's degree or equivalent degree from a college or university that is accredited by its regional accrediting association. (A student with a master's degree not considered the equivalent of those of Ball State University may be admitted under conditions determined by the department concerned and the dean of the Graduate School. Credentials from secondary schools, colleges, universities, and their equivalents outside of the U.S. are evaluated by the Office of International Admissions and Sponsored Programs and the Graduate School.)
- have a cumulative grade point average on the master's degree of at least 3.2 on a scale of 4.0.

- achieve acceptable scores on the Graduate Record Examination (GRE) general test or other approved graduate admissions test for non-native speakers of English.
- have had at least two years of successful teaching experience or appropriate professional experience.
- meet any additional admission standards established by the academic unit responsible for each specialist in education degree program.

Admission to the university does not guarantee admission to a specific degree program.

Students may register for graduate courses leading to the specialist in education degree only upon departmental recommendation for admission.

Advancement to the Degree

The three steps of advancement for the specialist in education degree are the following:

1. The applicant is admitted to graduate study.
2. The student is admitted to candidacy for the degree.
3. The candidate completes degree requirements.

The student is expected to know the requirements for the degree. The responsibility for correct interpretation of the rules rests with the student.

Admission to Graduate Study. A candidate will be considered for admission to graduate study leading to the specialist in education degree when he or she has met the entrance requirements and has

- submitted an application for admission.
- submitted the names of at least five people who may be asked to testify to the candidate's professional qualifications.
- had previous institutions attended send two copies of official transcripts of all previous college work.
- taken the required admission examinations. (The student may arrange with the Counseling and Psychological Services Center to take these examinations.)
- been approved by the screening committee for the specialist in education degree as a candidate for the degree.

Application for Graduation. All specialist in education degree candidates must file an application for graduation in the Graduate School.

Completion of Degree Requirements. The student will be awarded the specialist in education degree after having

- satisfactorily completed all course requirements with a grade point average of at least 3.2.
- satisfactorily passed the final written and oral examinations.
- submitted an acceptable thesis or earned 6 hours of credit in a supervised field experience or internship that has been approved by the candidate's committee.

Committee

A student will have a committee of three, typically appointed during the first semester of graduate work beyond the master's degree. The committee, including the committee chairperson, will be appointed by the department chairperson in consultation with the candidate. Until the committee is appointed, the department chairperson or delegated representative will act as the student's program advisor. The committee, in consultation with the student, will develop the plan of study and guide the thesis. In cooperation with the Graduate School, the committee also

will determine if and when the student is qualified to be admitted to candidacy for the degree, and finally, for the awarding of the degree.

Course Requirements

The student must complete, including the thesis, at least 30 hours of graduate work beyond the master's degree. The candidate will not be permitted to carry more than 15 hours of graduate credit in a semester, 6 hours in a summer term, or 12 hours for the combined summer terms. If the student is employed, the course load will be reduced proportionately. At least 24 of the 30 hours required for the specialist in education degree must be taken in residence.

A candidate for the specialist in education degree may, on recommendation of his or her committee, apply up to 9 hours of graduate work taken beyond the master's degree toward the specialist in education degree if such course work does not violate other degree requirements.

Approved Program of Study

During the first semester of study, specialist in education students are expected to establish an advising committee and to file an approved program of study with the Graduate School. Failure to meet this deadline may result in refusal to accept further course registration.

Transfer Credit

Candidates, with prior consent of the committee, may take up to 6 semester hours of graduate credit in other approved institutions of higher education.

Selective Retention

Satisfactory Graduate Grade Point Average. At all times after completing 9 hours of advanced graduate study, a student must maintain a cumulative grade point average (GPA) of at least 3.2 for courses taken toward the specialist in education degree.

Probationary Status. A student will be placed on academic probation if his or her cumulative GPA for courses taken toward the specialist in education degree falls below 3.2 at any time after completion of 9 hours of credit. Probationary status will be removed if a student, in completing the next 9 hours, brings the cumulative GPA to at least a 3.2 for all courses for the specialist in education degree. If probationary status is not removed, a student's admission to graduate study will be canceled, and additional graduate study will not be possible until he or she has reapplied for regular admission and has been readmitted.

Readmission Procedure. A student seeking readmission must present to the dean of the Graduate School a written request approved by the specialist in education program director and by the chairperson of the major department. The decision to readmit will be made by the dean of the Graduate School.

Readmission Status. Upon readmission, the student will be reinstated to the classification held when graduate study was canceled.

Thesis

The thesis (or creative project) must embody the results of a study of some subject directly related to the candidate's area of specialization. The candidate will register for THES 698, 6 hours of credit. Two copies of the unbound thesis in its final approved form and three copies of a 1,200- to 1,500-word abstract, suitable for publication, must be presented to the Graduate School at least four weeks before the close of the semester or term in which the student is to be certified for

graduation. In a term without a commencement ceremony the approved thesis must be submitted at least two weeks before the close of the term or semester.

Although the department concerned has the responsibility for determining the manual or form to be followed in writing the thesis, such matters as weight of paper, typeface, spacing, and professional typing standards must follow the specifications in *How to Write a Term Paper, Graduate Course Paper, Research Paper, Thesis, or Creative Project*, available in the Graduate School office. The thesis will be directed by the student's three-member committee.

The thesis topic must be approved in advance by the committee and the department chairperson. The student will enroll in THES 698 after obtaining this approval. The student and committee chairperson should check with the Graduate School for more instructions.

Time Allowed

See page 22 for *Time Allowed for a Master's or Specialist Degree*.

Field Experience or Internship

Departments offering programs leading to the specialist in education degree may approve, as an option to the 6-hour thesis requirement, a 6-hour supervised field experience or internship. This option is for students whose program purposes warrant such an alternative. A report written by the candidate and approved by the supervising professor must be filed in the academic unit offering the program. If the internship or field study option is selected, the student's committee will determine that research competencies are demonstrated.

Final Examination

All candidates will be required to pass final written and oral examinations, administered by the candidate's committee.

The student's thesis must be approved by the committee and the department chairperson before final oral and written examinations are taken. The final oral and written examinations must be taken at least two weeks before the close of the semester or term in which the student is to be certified. When the student satisfactorily passes the final oral and written examinations, the committee will file the signed approval form in the Graduate School office. This form is available in the Graduate School office.

Special Cases

Special cases involving policies not covered in this catalog will be submitted to the Graduate Education Committee for consideration and action. In general, the student's program committee has jurisdiction, but the Graduate Education Committee is the board of appeal.

CHECKLIST FOR THE SPECIALIST IN EDUCATION DEGREE

<i>Procedure</i>	<i>Approved by</i>	<i>Date</i>
Submit an application for admission. Include five satisfactory professional recommendations and two copies of official transcripts.	Dean of the Graduate School, Specialist program director	Check with appropriate specialist program director.
Arrange with the Counseling and Psychological Services Center to take the GRE (general test) or other approved graduate admissions tests.	Dean of the Graduate School	Before consideration by Advanced Graduate Screening Committee.
Obtain approval from the Advanced Graduate Studies Screening Committee.	Advanced Graduate Screening Committee, Dean of the Graduate School	After all application materials have been submitted.
Establish advisory committee, develop a plan of study, and file an approved program with the Graduate School.	Specialist program committee, Dean of the Graduate School	By the end of the first semester of study.
Apply for degree (graduation).	Specialist program committee, Dean of the Graduate School	Two semesters before graduation but no later than the fourth week of the semester or term in which requirements will be completed.
Submit final copy of thesis (not required in all programs).	Specialist program committee, Dean of the Graduate School	Submit to Graduate School four weeks before the end of the semester or term in which graduation is expected.
Complete final written and oral examinations.	Specialist program committee	At least two weeks before the close of the semester or term in which the student is to be certified for graduation.

DOCTORAL DEGREES

Ball State University offers programs leading to the doctor of philosophy degree (PhD), the doctor of education degree (EdD), the doctor of arts degree (DA), and the doctor of audiology degree (AuD) (see Department of Speech Pathology and Audiology for admission requirements and program information).

The doctor of philosophy degree is built upon depth of course work in the concentration area. It also requires a strong formal background in traditional research techniques in the same area and may include a foreign language competency. The dissertation is written on any research topic within the subject matter field, extending the bounds of knowledge in that field and making an original contribution to learning. Persons pursuing the doctor of philosophy degree may major in counseling psychology, educational psychology, educational studies, elementary education, English, human bioenergetics, and school psychology.

The doctor of education degree is built upon breadth of course work that includes required study in Teachers College. The research competency for this degree is usually statistical in nature. The dissertation characteristically, but not necessarily, contributes to the solution of some important educational problem. Persons pursuing doctor of education degrees may major in adult, higher, and community education; educational administration; elementary education; science; science education; and special education.

The doctor of arts degree in music is built upon a depth of course work in a primary field, an area of secondary emphasis usually related to the primary field, and another area of secondary emphasis on college teaching, including a required internship (on the Ball State University campus) and externship (at another college or university). The dissertation may make an original contribution to knowledge in the primary field, but it may also produce and examine innovative teaching materials or methods.

ADMISSION REQUIREMENTS

To be admitted to graduate study toward a doctoral degree, a student must

- hold an earned master's or equivalent degree (a baccalaureate only is required for school psychology, educational psychology, or audiology) from a college or university accredited by its regional accrediting association. (A student with a master's degree not considered the equivalent of those of Ball State University may be admitted under conditions to be determined by the department concerned and the dean of the Graduate School. Credentials from foreign secondary schools, colleges, universities, and their equivalents outside the U.S. are evaluated by the Office of International Admissions and Sponsored Programs and the Graduate School.)
- have a cumulative grade point average (GPA) on the master's degree of at least 3.2 on a scale of 4.0.
- achieve acceptable scores on the Graduate Record Examination (GRE) general test or other approved graduate admissions tests for non-native speakers of English.

- hold a valid teaching license if deemed appropriate by the department(s) concerned and have had at least two years of successful teaching experience or approved professional experience when the proposed doctoral major is educational administration, elementary education, or science education.
- meet any additional admission standards established by the academic unit responsible for each doctoral degree program.

Admission to the university does not guarantee admission to a specific degree program.

Admission to Advanced Graduate Study for the Doctoral Degree

The student will be considered for admission to advanced graduate study for the doctoral degree when the above entrance requirements have been met and when the student has

- submitted an application for admission at the doctoral level.
- submitted at least five satisfactory professional recommendations.
- had previous institutions attended submit two copies of official transcripts of all previous college work, showing graduation from accredited institutions of higher learning with degrees awarded.
- taken the required standardized admission examinations (The student may arrange with the Counseling and Psychological Services Center to take these examinations.) (At the discretion of the doctoral program director, a written statement of purpose with respect to a specific doctoral program and satisfactory scores on the Graduate Record Examination Advanced Test may be required in addition to the present requirements. GRE scores older than five years normally are not acceptable.)
- taken any other special admission examinations and satisfied other requirements prescribed by the department concerned.

Students may register for graduate courses leading to the doctoral degree only upon departmental recommendation for admission.

After official admission to a doctoral program, the student has two years in which to begin courses approved by the doctoral program director or the student's committee. A student who has not taken courses in an approved program during this two-year period will be dropped from the program. The student may reapply for admission.

DOCTORAL PROGRAM REQUIREMENTS

Major Areas

A minimum of 40 hours of graduate work is required in the major for the doctor of philosophy in counseling psychology, elementary education, English, human bioenergetics, and school psychology and the doctor of education in adult, higher, and community education; educational administration; elementary education; science; science education; and special education. Candidates for the doctor of philosophy degree in counseling psychology and school psychology will also take a full-time internship at an approved site and complete a rigorous research component. For all the above doctoral programs 10 hours of credit are required for the dissertation.

Cognates

The candidate will have either two cognate fields consisting of a minimum of 15 hours each or a single cognate field consisting of a minimum of 24 hours. For the

15-hour cognate, 9 hours must be taken at Ball State University; 12 hours of the 24-hour cognate must be taken at Ball State University. Cognates are available in all major fields of study for the master's, specialist, and doctoral degrees. In addition, cognates are offered in composition; foundations of business; general field of education; gifted studies; higher education; history, philosophy, and sociology of education; literary theory; literature; marriage and family counseling; neuropsychology; psychology of human development; teacher education in higher education; English language arts; theory of computing; and research methodology.

Cognates are not required for the doctoral program in English.

Doctor of Education in Science Education. The doctor of education in science education requires coursework in a science field and in education. The student will have one cognate field related to or in support of the major. The minimum course requirements for a cognate field will be 15 hours of graduate work beyond the bachelor's degree, of which 9 hours must be taken at Ball State University.

Doctor of Arts in Music. The doctor of arts in music requires a departmental core of 18 hours; an area of primary emphasis of 24 hours; an area of secondary emphasis of 15 hours; a college teaching and learning component of 17 hours; a dissertation, for which 10 hours of credit will be granted; and 6 hours of electives.

The primary emphasis may be in one of the following: music performance—vocal or instrumental, music performance—conducting; music theory and composition; music history and musicology; and music education.

The secondary emphasis may be in one of the following: music performance—vocal or instrumental, music performance—conducting, music theory and composition, music history and musicology, music education, or outside the School of Music in a subject that relates to the primary field of study.

The college teaching and learning component includes a teaching internship, an externship, and course work in such subjects as cognition and learning theory, contemporary issues, foundations of higher education, tests and measurements, and the history and philosophy of music education.

Approved Program of Study

Full-time doctoral students are expected to establish advising committees and to have approved programs of study on file with the Graduate School within one year of beginning course work. Part-time doctoral students are expected to establish their committees within one year and to have an approved program of study on file within two years. Students who fail to meet these deadlines may not be allowed to continue to register for courses.

Committee

The student's committee is appointed after the student has been admitted to study for the doctoral degree—usually during the first year of doctoral work. Until the committee has been appointed, the chairperson of the department concerned or a delegated representative will serve as the student's program advisor.

Upon recommendation of the departmental program director, the dean of the Graduate School will appoint the student's committee and the at-large member. The committee will consist of either four or five members, depending on the student's program of study. If the degree program is structured to include two 15-hour cognates, the committee will consist of five members: two from the student's major area, one from each of the two cognate fields, and one from a field outside the major area and cognates. The committee chairperson will represent the student's major area.

If the degree program is structured to include only one 24-hour cognate, the committee will consist of four members: two from the student's major area, one from the cognate field, and one from a field outside the cognate and major areas. The committee chairperson will represent the student's major area.

The committee for students pursuing the doctor of education degree in science education will consist of five members: two representing the subject area; one from Teachers College; a teacher education (regular category) faculty member; and one at-large member appointed by the dean of the Graduate School.

The student pursuing the doctor of arts degree will have a five-member committee with at least two members representing the student's area of primary emphasis, one representing the area of secondary emphasis, one or two representing the School of Music at-large, and one appointed by the dean of the Graduate School to represent the university.

In consultation with the student, the committee will determine the student's plan of study and guide the student's dissertation. The plan of study will be filed in the departmental office of the student's major area. The committee, in cooperation with the Graduate School, will determine when the student is qualified to continue study at each of the three stages leading to the doctoral degree: (1) admission to advanced graduate status, (2) admission to candidacy for the degree, and (3) completion of requirements for the degree.

Advancement to the Doctoral Degree

Admission to Advanced Graduate Status for the Doctoral Degree. A request for admission to advanced graduate status for the doctoral degree may be submitted when the student has

- earned a minimum of 12 hours of graduate credit beyond the master's degree with outstanding scholarship at Ball State University.
- had the plan of work approved by his or her committee.
- passed satisfactorily the standardized examinations required of all applicants and any other tests or other requirements deemed necessary or advisable.

When the foregoing requirements have been met, the student will be admitted to advanced graduate status. If they are not met, the student will be either placed on probation or denied the privilege of further study.

Admission to Candidacy for the Doctoral Degree. The student should apply for admission to candidacy for the doctoral degree when, in the judgment of the committee, the student is qualified to continue work leading to the doctoral degree and has

- completed a minimum of 30 hours of graduate work beyond the master's degree with an outstanding scholastic record.
- passed satisfactorily the comprehensive examinations.
- submitted a satisfactory plan for the proposed dissertation.
- passed the foreign language examinations if required by the student's committee.

When the foregoing requirements have been met, the student will be admitted to candidacy for the doctoral degree. If the foregoing requirements are not met, the student may be admitted to candidacy for the doctoral degree on probation, or the privilege of further study leading to the doctoral degree may be denied.

After being admitted to candidacy for the doctoral degree, all doctoral candidates must be registered each semester during the academic year. If not registering for a course or courses or dissertation, the doctoral candidate will reg-

ister in DOC 700 Doctoral Candidate at a fee of \$50. If a candidate for a doctoral degree is certified by the Graduate School office as having completed all degree requirements before the end of the first five school days (change-of-course period) of the semester, that candidate is not required to register for DOC 700. If a candidate does not meet this deadline, registration and subsequent payment for DOC 700 is mandatory. This policy applies during the academic year. Registration for DOC 700 is not required during the summer. Registration may be completed by mail. Registration for DOC 700 will give the doctoral candidate the rights and privileges of a regular student.

A doctoral candidate may also take DOC 700 under other circumstances—for instance, during the semester preceding the comprehensive examinations with the approval of the candidate's committee chairperson, the department doctoral program director, and the dean of the Graduate School.

Completion of Requirements for the Doctoral Degree. The student will be awarded the doctoral degree when, in the judgment of the committee, he or she is qualified in all respects for the degree and has

- applied for graduation.
- completed satisfactorily all course work leading to the degree with an outstanding graduate scholastic record.
- submitted two copies of a satisfactory dissertation and four copies of an abstract of the dissertation.
- passed the dissertation defense.
- completed one year (two consecutive semesters) of full-time study in residence.

Application for Graduation. All doctoral degree candidates must apply for graduation in the Graduate School. See page 40 for specific information.

Academic Course Load. Students must complete, including the dissertation, at least 90 hours of graduate work beyond the bachelor's degree. Students will not be permitted to carry more than 15 hours of graduate work during a semester, 6 hours during a summer term, or 12 hours of graduate credit during the combined summer terms. If a student is employed, the amount of graduate work permitted will be reduced proportionately.

Doctoral assistants will take at least 6 but not more than 12 hours of credit during fall and spring semesters and 3 hours during any summer term.

Special Requirements for Research Competency. Doctoral candidates will be expected to demonstrate competency with research tools applicable to their major areas. Such tools include foreign languages, statistical methods, computer science, and research techniques. The required research tools will be designated by the student's doctoral committee on the student's program of study.

Foreign Language Requirements. If a foreign language option is required, the language(s) ordinarily will be selected from French, German, and Spanish. The selection is made by the student and the committee and must be approved by the director of the student's doctoral program. A foreign language other than French, Spanish, or German may be substituted if it contains a significant body of available materials in the student's field of research, or if it is essential to the student's career objective or to a field of study in which the student will participate as part of the doctoral program. Substitutions must be approved by the student's committee chairperson, the director of the doctoral program, and the dean of the Graduate School. For international students, non-native languages will be accepted at Ball State University if they meet these criteria.

Students preparing for foreign language exams may enroll in appropriate foreign language courses. Arrangements also may be made with the Department

of Modern Languages and Classics for private tutoring. Either the Graduate School Foreign Language Test (GSFLT) or a reading translation may be taken by the candidate, as determined by the department concerned. Other means of demonstrating appropriate language competence may be permitted, with the approval of the department, the Department of Modern Languages and Classics, and the dean of the Graduate School. The Department of Modern Languages and Classics will set dates for the translation examination. Material for this examination will be selected jointly by the chairperson of the concerned department and the Department of Modern Languages and Classics. A student may use a foreign language dictionary during the examination and will be permitted a maximum of three attempts to pass the examination for each language.

If examination facilities for a particular foreign language are not available at Ball State University, the student will be examined by a cooperating institution or agency. Foreign language proficiency established at other institutions will be accepted by Ball State University if the GSFLT score is equal to or better than the scores required at Ball State and if the proficiency is approved by the program director, the chairperson of the Department of Modern Languages and Classics, and the dean of the Graduate School. If the student's committee chairperson has been appointed at the time the request for acceptance of foreign language proficiency is being evaluated, the approval of the committee chairperson will also be necessary.

If the foreign language option is being followed, students must successfully complete the examination in one language by the time they complete one half of the Ball State University courses prescribed for their degree programs. The examination for the second language, if any, must be successfully completed before the student will be permitted to take the comprehensive examinations.

Residence, Transfer, and Extension Work. Each doctoral student must fulfill a residency requirement at Ball State University. Unless otherwise specified by a department, the minimum requirement for residency is the completion of at least 15 semester hours in two consecutive semesters of graduate work beyond the master's degree. Consult the individual department for a description of the residency requirement. A minimum of 48 of the required 90 hours of graduate work must be completed at Ball State University.

The residency encourages the doctoral student to concentrate on course work or research; it permits close collaboration with faculty and students; it fosters a familiarity with the university's libraries, computing resources, specialized collections, and other unique campus facilities.

Selective Retention

Satisfactory Graduate Grade Point Average. At all times after completing 9 hours of doctoral study, a student must maintain a cumulative grade point average (GPA) of at least 3.2 for courses taken toward the doctoral degree.

Probationary Status. A student will be placed on academic probation if his or her cumulative GPA for courses taken toward the doctoral degree falls below 3.2 at any time after completion of 9 hours of credit. Probationary status will be removed if a student, in completing the next 9 hours, brings the cumulative GPA to at least 3.2 for all course work toward the doctoral degree. If probationary status is not removed, a student's admission to graduate study will be canceled, and additional graduate study will not be possible until the student has reapplied for regular admission and has been readmitted.

Readmission Procedure. A student seeking readmission must present to the dean of the Graduate School a written request approved by the doctoral program

director and the chairperson of the major department. The decision to readmit will be made by the dean of the Graduate School.

Readmission Status. Upon readmission, the student will be reinstated to the classification held when graduate study was canceled.

Time Allowed for the Doctoral Degree. It is important that doctoral students be current in their fields of study when they graduate. Therefore, after a student has been admitted to a doctoral program and has taken at least one approved course, all requirements for the degree must be met within a seven-year period. Any courses required for the degree taken before admission to a doctoral program are subject to approval by a student's doctoral committee. Evidence of current knowledge in the area may be required. Upon the recommendation of the department chairperson and with the approval of the graduate dean, an extension of the time allowed may be granted for one additional year. Extensions are based on academic considerations and are limited. The student requesting the extension of time allowed may be required to repeat preliminary examinations, to take additional course work, or both.

Comprehensive Examinations. Near the time they complete their course work, all doctoral degree students will take comprehensive examinations in their major and cognate areas as a demonstration of academic competency. The examinations consist of two parts, one written and one oral. Administration and evaluation of the examinations are the responsibility of the department or, at the discretion of the department, a student's doctoral committee. The committee will determine with the student, well in advance of the examination, the course work and other preparation appropriate to the student's program of study to be represented in the examination.

At least one-half of the written examination in the major must represent a common core of questions taken by all students writing examinations in the program at that time. The common core examination will be prepared by a departmental committee of at least four regular graduate faculty members. The remainder of the questions, if any, for the major will consist of specialized items written by each student's committee. Examination questions for the cognate area(s) will be written by the student's cognate representative.

The written examination will be taken during one week; exceptions must be approved by the program director and the student's doctoral committee. Notice of the examination must be filed with the dean of the Graduate School by the doctoral committee chairperson at least one week before the examination. The written portion of the examination will be evaluated by the student's doctoral committee and, for common core questions, the departmental committee. The oral examination will be taken within three weeks (exclusive of vacation periods) of the written examination.

The committee administering the comprehensives will decide the outcome when the student completes the written and oral examinations. If the committee should so desire, however, the student may be required to pass the written examination before proceeding to the oral examination. The committee decision may be any of the following: (1) pass, (2) partial pass, or (3) fail. A student may pass the examination with one dissenting vote. A student who passes the examination will be admitted to candidacy for the doctoral degree provided that all other requirements for candidacy have been completed. However, if two or more committee members dissent, the student fails the examination and must repeat it. Alternatively, the committee may vote a partial pass, requiring parts of the examination to be repeated. A student who receives a partial pass will be re-examined by the committee, after at least one semester has elapsed, on the parts of the examination

that were unsatisfactory. A student who fails the partial re-examination will fail the entire examination.

If a student fails the comprehensive examinations or any portion of them, the committee chairperson will send a written notification to the student and the dean of the Graduate School within seven days stating the reasons for the failure and what must be done to address it. The notification must specify the time allowed before the next examination, the area or areas in which further examinations are required, any additional course work needed, or other procedures that are required. A student who fails to pass the second examination is ineligible to continue and is dismissed from the doctoral program.

Dissertation. The general supervision of the dissertation will be the responsibility of the student's committee chairperson. When needed, members of the committee will advise the candidate about the dissertation. The comprehensive examinations must be passed and the dissertation topic approved by the committee before the student enrolls for dissertation (DISS 799). The dissertation for the doctor of education degree candidate normally will be a study that will contribute to the solution of some important educational problem. The dissertation for the doctor of philosophy degree candidate will be a research problem that will contribute new knowledge or a new technique. The dissertation for the doctor of arts degree candidate may take the form of an original contribution to new knowledge; the production and use of innovative teaching materials such as the development of new teaching media, the writing of a textbook, or the designing of a curriculum or course of study; or the writing of a series of scholarly papers worthy of publication.

After the dissertation defense, two typed and unbound copies of the completed dissertation, three dissertation approval sheets, and four copies of an abstract of the dissertation (350 words in length, suitable for publication) must be filed with the Graduate School. Although the department concerned has the responsibility for determining the manual or form to be followed in writing the dissertation, such matters as weight of paper, typeface, spacing, and professional typing standards must follow the specifications in Graduate School Requirements for Writing a Dissertation, available in the Graduate School office. Dissertations will be microfilmed through University Microfilms, Inc., Ann Arbor, Michigan, for which service the student will pay a fee—\$55 for 2004–2005, plus a fee of \$45 if a copyright is sought. Such fees are to be paid by money order only at the time the student submits the completed dissertation to the Graduate School office.

Final Dissertation Defense. All candidates for the doctoral degree are required to complete successfully an oral defense covering the dissertation, in defensible, final form, administered by their doctoral committee. The time and place of the defense will be announced at least 10 days in advance. No defense will be given without all committee members present, unless prior consent is granted by the graduate dean in consultation with the chairperson of the examining committee and the absent committee member.

Two dissenting votes among members of the examining committee are required to fail a candidate. If one member of the examining committee dissents, the dissenting examiner and, if appropriate, the chairperson of the examining committee will file with the graduate dean a letter detailing the circumstances of the dissent.

If the candidate has failed the defense, the examining committee must prepare a report including reasons for failure and requirements to be met. The examining committee chairperson must file this report with the graduate dean within seven days from the date of the defense. Permission to defend for a second

time must be obtained from the chairperson of the doctoral committee and the graduate dean. Failure to pass the second defense will result in termination of doctoral study.

Upon passing the final dissertation defense, the candidate will be formally recommended to receive the degree. Candidates must complete all degree requirements at least four weeks before the end of the semester or term in which they are certified for graduation. In a term that does not end with a commencement ceremony, all degree requirements must be completed at least two weeks before the close of the term.

Special Cases. Special cases involving policies not covered in this catalog will be submitted to the Graduate Education Committee for consideration and action. In general, the student's program committee has jurisdiction, but the Graduate Education Committee is the board of appeal.

CHECKLIST FOR DOCTORAL DEGREES

<i>Procedure</i>	<i>Approved by</i>	<i>Date</i>
Submit an application for admission. Include five satisfactory professional recommendations and two copies of official transcripts.	Dean of the Graduate School, Departmental doctoral program director	Check with appropriate doctoral program director.
Arrange with the Counseling and Psychological Services Center to take the GRE general test or, for non-native speakers of English, other approved admissions tests.	Dean of the Graduate School	Before consideration by departmental doctoral committee.
Obtain approval from departmental doctoral screening committee for admission.	Departmental doctoral screening committee, Dean of the Graduate School	After all application materials have been submitted.
Establish doctoral committee and submit approved plan of study.	Doctoral program director, Doctoral program committee, Dean of the Graduate School	Within one year of beginning course work.
Apply for admission to advanced graduate status.	Doctoral program committee, Department chairperson, Dean of the	The student must have earned a minimum of 12 hours at Ball State and must have had the plan of study approved

Complete foreign language exam (if required).	Graduate School Doctoral program committee	by the committee. By the time the student has completed half of the courses required for degree program.
Complete comprehensive examinations.	Doctoral program committee	Near the time of completion of course work.
Apply for admission to candidacy.	Doctoral program committee, Dean of the Graduate School	The applicant must have completed a minimum of 30 hours at Ball State, passed comprehensive exams, submitted an approved plan for the proposed dissertation, and passed any foreign language exam(s) before applying for admission to candidacy.
Apply for degree (graduation).	Dean of the Graduate School	No later than the end of the first four weeks of the last semester before graduation.
Complete final defense of the dissertation.	Doctoral program committee	At least two weeks before the end of the semester or term in which the student is to be certified for graduation.
Submit final draft of dissertation.	Doctoral program committee, Dean of the Graduate School	At least two weeks before the end of the semester or term in which the student is to be certified for graduation.

FEES AND EXPENSES

FEES

Ball State University is supported chiefly by legislative appropriations. The fees constitute only a part of the actual cost of student education. Fees charged to meet part of the expenses of the university are described in this section.

The payment of fees, which constitutes part of registration, is completed in accordance with billing dates on fee statements. Registration is not complete until all fees are paid.

The Ball State University Board of Trustees reserves the right to change the fees and other charges for any semester or term.

Description of Fees

The general fee, made up of a contingent fee and a dedicated fee, is used to meet a portion of the cost of the maintenance of the buildings, campus grounds, library, and laboratories. It also pays for student admission to intercollegiate athletic contests and designated lectures, concerts, and entertainments; supports intramural sports and such recreational activities as use of the swimming pools and the student center; and contributes to limited services under the university-sponsored health plan.

Fees are assessed by credit-hour brackets based on the number of credit hours for which students enroll. An additional fee per credit hour is assessed for all graduate courses taken for any type of credit.

Persons 60 years of age and older may enroll for half the normal cost of tuition. This remission does not apply to special fees (see below).

Fees for off-campus registration are assessed per credit hour.

In addition to these costs, special fees and charges are assessed for certain courses and services. A complete listing of fees and other charges is available in the Office of the Bursar and Loan Administration, Lucina Hall, or at www.bsu.edu/bursar.

Residency Determination, In-State or Out-of-State Student

Because Ball State University is financially supported by the Indiana legislature, resident students pay less in fees than out-of-state students. Residency status, as determined by Office of the Bursar and Loan Administration in accordance with rules adopted by the Board of Trustees, is subject to change. Your status depends primarily upon the length of time you have lived in Indiana for purposes other than attending a college or university. A minimum residency of one year is required for independent students (not claimed as dependents by parents or guardian on their income tax forms). The student bears the burden of proof in making a claim for resident status. To request a change in residency classification, you must file an application form at www.bsu.edu/bursar and provide proof of residency in Indiana. Copies of the regulations, the Application for Nonresident Fee Exemption, and other information are available at www.bsu.edu/bursar.

Residency Status for Families of Graduate or Doctoral Assistants

The spouses and children of graduate assistants, research assistants, and doctoral assistants will receive resident classification during the term of such assistantships if they are living with the employed person when he or she registers and takes courses at Ball State University.

Application for Admission Fee

Each student new to Ball State University (except auditors and nonmatriculated students) submits a fee with the application for admission (\$25 for those who have earned any degree from Ball State, \$35 for those who have **not** earned a degree from Ball State). This amount is never refundable.

Withdrawal Procedures

To withdraw from the university, you must contact the Office of the Student Ombudsperson, Administration Building, Room 238. Any refunds (i.e. financial aid, registration fees) are based on the date when initial contact is made with the Office of the Student Ombudsperson and the appropriate refund schedule. Any refund related to fees paid for on-campus housing and dining will be administered based on the terms of the contract.

Discontinuance or abandonment of classes does not constitute an official withdrawal from all classes.

The only fees that are eligible for a refund are the registration fees, which include the general fees, special fees, course fees, and short term fee. The following schedules are in effect for the academic year 2004–2005. For a current listing please check the Web site *www.bsu.edu/bursar*.

Withdrawal During Week	Percent Refunded				
	Weeks in a				
	Semester, Session, or Term				
	16	12	10	8	5
1	100%	100%	90%	80%	75%
2	80%	80%	70%	60%	40%
3	60%	60%	50%	40%	0%
4	50%	40%	30%	20%	
5	40%	20%	10%	0%	
6	30%	10%	0%		
7	20%	0%			
8	10%				
9	0%				

Percent Refunded		
Withdrawal During Day	Weeks in a Workshop	
	2	1
1	100%	100%
2	75%	50%
3	50%	0%
4	25%	
5	10%	
6	0%	

FINANCIAL ASSISTANCE

General Information

1. Assistantships shall be academically and professionally valuable experiences, and each assistant should be mentored by a faculty/staff supervisor.
2. Departments granting assistantships shall develop policy related to work load, role, responsibilities, and professional conduct for assistantships consistent with Principle #1. These policies shall be reviewed by the college dean and the graduate dean and be included in public documents describing graduate programs.

Graduate Assistantships

A number of appointments to graduate assistantships are available to qualified master's degree candidates in the various departments during the academic year and a few during the summer if work is available. Graduate assistants receive stipends ranging from \$2,000 to \$6,000 for the academic year. Stipends for each five-week summer term are 15 percent of the student's previous academic year stipend, if work is available. Graduate assistants also receive a remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state fee waiver. Those holding half-time graduate assistantships pay half fees including the nonresident fee. For detailed information, write the dean of the Graduate School, Ball State University, Muncie, IN 47306.

Students interested in applying for graduate assistantships should return the Application for Admission to Graduate Study to the Office of Graduate Admissions, indicating that an assistantship is sought in a particular department or area. A transcript of credits should be sent to the appropriate department chairperson by the institution granting the credits. Graduate assistantships cannot be awarded until official transcripts of all previous college work have been sent directly by the institution(s) to Graduate Admissions.

Doctoral Assistantships

A number of doctoral assistantships are available to students who have been admitted officially to the doctoral program by letter from the dean of the Graduate School. Doctoral assistants receive stipends ranging from \$3,000 to \$7,000 for the academic year. Stipends for each five-week summer term are 15 percent of the student's previous academic year stipend, if work is available. Doctoral assistants receive a remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state fee waiver. Those holding half-time graduate assistantships pay half fees including the nonresident fee.

A doctoral applicant interested in applying for an assistantship should indicate this on the graduate degree application. For more detailed information, write the dean of the Graduate School, Ball State University, Muncie, IN 47306.

University Graduate Fellowships

A number of university graduate fellowships are available to qualified master's and doctoral students. These fellowships allow recipients to pursue a full-time course of study leading to an advanced degree with no obligation to the university other than to maintain a high level of academic performance. Fellowships are

awarded on the strength of the student's grade point average, scores on standardized examinations, and letters of recommendation.

Fellows will be appointed by the dean of the Graduate School on the recommendation of the appropriate department chairperson and with the approval of the appropriate college dean. Approved dossiers should be received by the dean of the Graduate School no later than March 15 to be considered for the following academic year.

Fellows will receive a remission of the contingent portion of the general fee, the graduate course fee, and the nonresident fee. Fee adjustments will be applicable during the academic time period (usually August–May) of the fellowship award and the summer immediately following. Fellows will also receive a stipend that will be determined by the dean of the Graduate School.

Students interested in applying for university graduate fellowships may acquire information on minimum qualifications and application procedures from their major departments or the dean of the Graduate School, Ball State University, Muncie, IN 47306, (765) 285-1300. The Application for Admission to Graduate Study must be returned to the Office of Graduate Admissions.

Employment

Part-time student employment is available to graduate students. Call the Career Center office, (765) 285-2420, for employment opportunities.

A student's spouse who is interested in full-time or part-time employment should write or call the director of Human Resource Services, (765) 285-1834.

Graduate and doctoral assistants will normally not accept outside employment. If a limited amount of outside employment is deemed advisable, such employment must be approved by the department chairperson concerned. If such additional employment is at Ball State University, the approval of the dean of the Graduate School is also required.

Veterans' Benefits

Information on veterans' benefits may be obtained from the Veterans' Affairs office, (765) 285-5736.

Loan Programs

To be considered for a Stafford Loan, students must complete a Free Application for Federal Student Aid (FAFSA) and must be registered for a minimum of 5 hours each semester during the academic year and a total of 5 hours for summer (can combine Summer Semester, 1SS and 2SS hours). For more information, please contact the Office of Scholarships and Financial Aid at (756) 285-5600 or (800) 227-4017 or online at www.bsu.edu/finaid.

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EDUCATIONAL SERVICES

RESEARCH FACILITIES

University Libraries

The mission of the Ball State University Libraries is to serve current and anticipated users by providing access to resources intended to satisfy informational

needs related to and consistent with the university's teaching curriculum, research mission, and service programs.

The University Libraries, comprised of the Alexander M. Bracken Library and the Architecture and Science-Health Science branch libraries, offer convenient access to more than 1.5 million books, periodicals, microforms, audiovisual materials, microcomputer software, government publications, maps, manuscripts, music scores, archival records, and electronic resources.

Bracken Library, the main library on campus, is open more than 116 hours per week during the academic semesters. The library's arrangement into separate service, collection, and study areas is intended to facilitate access to the various information sources. Library faculty and staff are available in each service area to assist library users.

CardCat, the Ball State University Libraries' Web-based catalog of books, periodicals, and audiovisual materials can be accessed through the libraries' home page at www.bsu.edu/library.

The libraries' home page provides access to online journals, indexes to journal articles, connections to Internet browsers, and library information. Assistance finding and using these resources is available at Reference, Bracken Library, First Floor West, (765) 285-1101. The library offers wireless connectivity throughout.

Study rooms and lockable book trucks are available for use by graduate students in Bracken Library. Students may apply for these through the University Libraries' Office of the Assistant Deans or the Graduate School office. Preference is given to full-time doctoral candidates working on their dissertations.

Academic Research and Sponsored Programs

Administrative support for research and related activities is housed in the Office of Academic Research and Sponsored Programs (OARSP). As the contact office for applying for internal or external grant funds for research, educational, or creative projects, OARSP assists students, staff, and faculty by providing grant-related information about prospective agency sponsors. Information about many programs that support graduate student study and research through grants and fellowships is available. OARSP provides expert advice on all aspects of grant seeking, including help with the proposal itself, including securing university approvals, and mailing. OARSP may provide matching or cost sharing if requested by a funding agency. Research compliance requirements in the areas of human subjects, animal care and use, biohazardous materials, conflicts of interest and commitment, and scientific misconduct are administered here. OARSP coordinates an internal grants program for faculty, students, and staff. These grants provide supplies and materials associated with research or creative projects and support graduate student travel to professional meetings for presentation of project results. OARSP also administers the university's patent and copyright programs. Graduate students from all disciplines are invited to visit OARSP and explore the programs it offers. For more information, see the OARSP Web page at www.bsu.edu/research.

Applied Research Institute

The Applied Research Institute, operated by the Center for Information and Communication Sciences, supports applied research endeavors on information and communication issues. Research projects, many of which are cross-disciplinary, are conducted within the institute and in conjunction with the center's faculty, graduate students, affiliated programs, and industry.

The institute manages the four laboratories in the center featuring state-of-the-art information and communication systems devoted respectively to voice, data, video and imaging, and wireless applications. The institute also oversees research projects based on campus, at various locations throughout the state of Indiana, the nation, and other countries. Students in the center's master of science in information and communication sciences program use the laboratories and projects extensively in their professional preparation.

Faculty and graduate students from any discipline are invited to explore mutual research interests in this field with the director of the Applied Research Institute, Robert Yadon, Room 221, or the center's director, Ray Steele, Room 213, Ball Communication Building.

Center for Medical Education

Persons interested in the study of medicine must submit an application for admission directly to the Admissions Office, Indiana University School of Medicine, Indianapolis, IN 46202. All candidates accepted may indicate where they prefer to begin their medical education. Final assignment of students to the Muncie center will be made through the admissions office of the Indiana University School of Medicine. Medical students so assigned then will be registered at Ball State University as special graduate students.

The formal medical science courses are supplemented by a series of biweekly clinical lectures by staff members at Ball Memorial Hospital, coordinated with the schedules of the basic sciences; regular assignment to autopsy call throughout the year; weekly autopsy review; and a monthly clinical pathological conference. In addition, each first-year student is assigned as a "buddy" to a house staff physician at Ball Memorial Hospital for expanded nonscheduled and noncredit clinical opportunities in all phases of the physician's daily professional life, including emergency room, surgery, and ward rounds.

A medical student taking graduate-level basic medical science courses toward a degree in medicine from Indiana University can at the same time earn a master's degree from Ball State University in another subject. Interested students must file a graduate application in the Graduate School and meet regular admission requirements (see page 10-13).

After completing the sophomore curriculum, students proceed to the Medical Center at Indianapolis for the third year. There are numerous offerings at Ball Memorial Hospital in the elective portion of the senior year of the medical program. The medical curriculum uses the resources of a number of departments. The courses specifically designed for medical students are listed under the Center for Medical Education as well as under the appropriate departments.

Computing Services

The university has completed a secure broadband wireless network that provides Internet access to students, faculty, and staff. Fiber optic voice, data, and visual networks link classrooms, laboratories, residence halls, and offices across campus. University Computing Services operates 14 general-purpose computer labs, including an adaptive technology lab, two computer-based testing labs, two high-end graphics labs, and one 24-hour computer lab facility, with at least one lab in each academic building. In addition, more than 40 departmental labs are equipped to assist students. Contact University Computing Services, RB 237, (765) 285-8111, for further information.

Examination, Evaluation, and Data Entry Services

The Office of Examination, Evaluation, and Data Entry Services is a general office offering services to faculty, administrators, staff, and students. Most of the available services are provided without fee to appropriate users. Please contact University Computing Services, RB 237, (765) 285-1509, for further information.

University Teleplex

The Teleplex encompasses campus technology support for teaching and serves both on-campus and off-campus graduate students in a variety of ways.

The Teleplex produces and televises courses throughout the state of Indiana, making it possible for graduate students to take Ball State courses at local sites. Through regular faculty, on-campus graduate students have access to equipment for production through the Media Lab, (765) 285-5373. To use audio visual equipment in the classroom, contact Equipment and Projectionists Services (EPS) at (765) 285-5337.

Through departmental chairpersons, graduate students with assigned teaching responsibilities have access to the same course development and delivery support as regular faculty. They can work with instructional designers to plan and develop courses, discuss the design and production of course visuals with graphic artists in the Teleplex, and schedule visuals to be shown over the campus Video Information System (VIS). For more information on the production services available in the Teleplex call (765) 285-1898. To schedule VIS services call (765) 285-9136.

Human Performance Laboratory

Ball State University's Human Performance Laboratory offers a variety of research, graduate studies, and service programs. Since the laboratory was established in 1965, personnel have actively conducted research dealing with problems in sports medicine and exercise physiology. Research interests have included heart disease in aging men, performance in elite athletes, and most recently human performance in a NASA space shuttle mission. In addition, programs in adult physical fitness and cardiac rehabilitation offer an important service to members of the Ball State University faculty and the Muncie community.

Graduate studies in biomechanics, exercise physiology, adult fitness/cardiac rehabilitation, and human bioenergetics allow students to concentrate on topics that suit their abilities and interests. Approximately half of the students who enter our program choose to concentrate in adult fitness and cardiac rehabilitation. This program involves working with the adult physical fitness program, laboratory testing, and clinical experience in the cardiac rehabilitation program at Ball Memorial Hospital. Students who choose to focus their efforts on research may work with established investigators on grant projects.

The following advanced degrees are available: MA or MS in exercise science with specialization in adult fitness/cardiac rehabilitation, biomechanics, and exercise physiology, and a PhD in human bioenergetics.

Institute for Community Education Development

The Institute for Community Education Development provides a university-based support organization for state-level activities promoting community education. The department offers graduate degrees in adult and community education.

Neuropsychology Laboratory

The Neuropsychology Laboratory was established in 1984 as a research and teaching facility of the Department of Educational Psychology. The laboratory also

serves the larger community by assessment of, and remedial planning for, people with neurologic disorders. Research consists of understanding brain mechanisms responsible for simple and complex patterns of mental functioning.

The Neuropsychology Laboratory provides support for neuropsychology courses offered through the Department of Educational Psychology's cognate specialization in neuropsychology. The laboratory is also a site for internships in the school psychology doctoral program. This training takes the form of service to the community—staff members see patients referred by medical practitioners, public schools, and other agencies.

George and Frances Ball Distinguished Professor of Neuropsychology Raymond S. Dean is director of the Neuropsychology Laboratory at 1407 Marsh Street, Muncie, IN 47306, (765) 285-2289.

Outdoor Laboratories

The Ball State University Field Station and Center for Environmental Education (FSEEC) collectively manages the five field areas known as Christy Woods, the Cooper/Skinner Field Area, Ginn Woods, Hults Environmental Learning Center, and the Donald E. Miller Field Area. Collectively, these outdoor laboratories include most habitat types found in East Central Indiana and provide excellent opportunities for the study of ecosystem processes.

Christy Woods, in the western part of campus, is an 18-acre tract that includes a forest, native plant gardens, and greenhouse facilities. Ginn Woods, a 160-acre nature preserve in northern Delaware County, is the only old-growth forest of comparable size left in East Central Indiana and the second largest old-growth forest in Indiana. As such, it has exceptional value as an educational resource and a research forest.

The Hults Environmental Learning Center, near Albany, Indiana, serves as an outdoor classroom and research facility. Most projects on this property deal with sustainable land-use and energy. The Miller Field Area is a 16-acre parcel within the city limits of Muncie, that contains a flood-plain forest and a remnant oxbow of the White River. The Cooper Field Area is a 70-plus acre property that contains forest, prairie, and wetlands. This property is used extensively for educational and research purposes.

Ball State Weather Station

The Ball State University Weather Station, operated by the Department of Geography, consists of an on-site meteorological station, a National Oceanic and Atmospheric Administrator (NOAA) Cooperative Climate Substation, and a meteorology library. The BSU Weather Station provides students with education and training experiences in the area of weather data collection and analysis.

Primary operations of the weather station include the recording of weather observations, compiling and summarizing weather data, communicating severe weather information to the public, and providing short- and long-range weather forecasts. Data collected and archived by the weather station are used for reference by business and local government and for research purposes by both students and faculty.

Public Health Entomology Laboratory

The Ball State Public Health Entomology Laboratory (PHEL), comprises two research laboratories, a small library, and offices of the director, Robert Pinger, Room 189, Cooper Science Building. Administered under the Department of Physiology and Health Science, the laboratory is equipped for studying insects and other arthropods affecting public health. The laboratory is known in Indiana

and the north central United States for its past accomplishments in mosquito research, which led to the publication in 1972 of *Mosquitoes of Indiana*. Current research efforts are focused on the use of molecular techniques to study ticks and tick-borne diseases.

The PHEL provides opportunities for graduate students to participate in established research programs and to pursue research projects of their own design. Laboratory operations are supported by internal and external funding.

STUDENT SERVICES

Alumni Association

Through the years one of Ball State's greatest resources has been the interest and involvement of its alumni. The Ball State University Alumni Association provides services and administers events for alumni and the university. The Alumni Association attempts to acquaint alumni with the ideals and objectives of Ball State University and assists in developing and maintaining life-long relationships. The Ball State Alumni Association is "to be an advocate for alumni, to enrich their lives, and to involve them with Ball State University." It is governed by the Alumni Council, which consists of volunteer representatives from the alumni population. All representatives and officers are nominated and elected.

There is no annual fee to join, but alumni who contribute to the university, via the Ball State University Foundation, become active members of the Alumni Association. All alumni households receive *The Ball State Alumnus*, the association's official publication, six times a year. Alumni are also eligible to utilize the many services provided by the association, which offers Ball State affinity license plates, career assistance, insurance programs, Cardinal Alumni Retail Discount (CARD), affinity credit cards, Cardinal Corner, Inc., and scholarship opportunities.

To learn more, go to www.bsu.edu/alumni.

Arts, Entertainment, and Recreation

The John R. Emens College-Community Auditorium can accommodate major symphonies, Broadway plays, ballets, and a variety of other events. The Muncie Symphony Orchestra presents an annual series of concerts available to students, faculty, and community. In addition to the dramatic and musical productions presented by the annual Concert Series and Artist Series, special attractions, lectures, and convocations are scheduled. Most of these programs are open to regularly enrolled students without charge; for others, there is a nominal admission charge. Information about tickets and programs is available at the Auditorium Box Office.

School of Music recitals and concerts by faculty and student soloists and groups, which are scheduled frequently, are open to the public. The Department of Theatre and Dance presents dance concerts and dramatic productions during the academic year and an outdoor Shakespearean production during the summer. Many departments schedule programs, visiting artists, speakers, debates, and group and panel discussions or reviews.

The Ball State University Museum of Art is one of the finest university museums in the United States. Its permanent collections and temporary exhibits are accorded national recognition. The program of exhibitions allows the students and the community to be aware of varied and current trends in art. It is located on the Web at www.bsu.edu/artmuseum.

The Planetarium and Observatory, the first of its type in eastern Indiana, includes a 77-seat planetarium sky chamber, an exhibit hall, and a five-telescope, 20-by-38-foot open-sky observatory. This educational facility is used primarily for university instruction. Approximately 3,000 students use the planetarium and observatory for astronomy-related university-fee-carrying courses annually. Special free educational programs are tailored to the needs of visiting elementary and secondary school students. Programs of educational entertainment are offered free of charge to the public on selected weekends during the academic year and on special occasions. Weather permitting, the observatory is open for public viewing of current sky phenomena through telescopes after the planetarium presentations.

Ball State University fields varsity teams in 19 sports and is a member of the Mid-American Conference. The facilities of the university are also available for individual and group activities. The Ball Gymnasium and Health and Physical Activity Complex contains courts for basketball, handball, volleyball, tennis, and badminton and facilities for other activities. The Lewellen Aquatic Center and the swimming pool at the Ball Gymnasium, as well as the Field Sports Building, outdoor tennis courts, and other field sports areas, are available for student use at regularly scheduled times. There is no fee for regularly scheduled athletic events or university convocations.

Ball State Bookstore

All regular graduate assistants and doctoral assistants are entitled to a 10-percent discount on purchases made at the Ball State Bookstore. To be eligible for the discount, a student must present his or her identification card at the time of purchase. The discount is not transferable to anyone other than the card bearer and does not apply to sale items.

Ball State Federal Credit Union

University employees, alumni, students, and their relatives may take advantage of any of the financial services offered by the Ball State Federal Credit Union, 2900 N. Oakwood Avenue and 1525 W. University Avenue.

Counseling and Psychological Services Center

The Counseling and Psychological Services Center administers most national testing programs, including but not limited to the National Teachers Examination (NTE), Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), and law school (LSAT) and medical school (MAT) entrance examinations. The center also offers services related to the credit-by-examination program. In addition to conducting these evaluations, the center provides a wide range of services designed to help students make vocational and career decisions, learn more effectively, and remove barriers to their personal and social development. The services include group counseling, individual counseling, outreach programs and activities, consultation, and training.

Disabled Student Development

The Office of Disabled Student Development (DSD) coordinates university efforts to provide access and opportunities to students with disabilities, including students who have disabilities that are non-apparent. Students wanting to learn more about services or accommodations available to those with a documented disability should contact the DSD office. Advance notice in planning services is strongly encouraged. Please visit Student Center 307, call (765) 285-5293, TDD (765) 285-2206, or refer to the Web site www.bsu.edu/dsd.

Health Services

The Amelia T. Wood Health Center offers preventive health care and medical treatment for students enrolled at Ball State University. Health Center services include the treatment of illnesses, injuries, and limited disabilities that require outpatient care, limited gynecological services, pharmacy, physical therapy, and health education. The Health Center does not attempt to replace a student's private physician or assume total responsibility for a student's medical needs.

The center is staffed with a medical team of licensed physicians, registered nurses, licensed practical nurses, medical assistants, certified physical therapists, and athletic trainers. The center is open for patient care from 8 A.M. to 4:30 P.M. Monday, Thursday, and Friday and 9 A.M. to 6:30 P.M. Tuesday and Wednesday during the school year. Summer hours are 7:30 A.M. to 3:30 P.M. Monday through Friday. Students requiring emergency medical service should call 911. For non-emergency after-hours care students may go to Ball Memorial Hospital Emergency Room.

All students enrolled in 7 or more hours are required to pay the mandatory health fee each semester. Students enrolled in fewer than 7 hours have the option of paying the fee or paying on a cost per visit basis. If a student wishes to pay the fee they must contact the bursar's office to arrange for this prior to the end of the drop-add period. Students are responsible for charges incurred for services from outside providers, i.e., emergency room, laboratory tests, x-rays, referrals, etc. Pharmacy services are provided on site at a cost competitive with local pharmacies. Students may pay by cash or credit card or charging to their bursar's bill.

Housing

University residence halls and apartments house approximately 7,100 students. There are two residence halls—Elliott Hall and Shively Hall—that offer floors for students over the age of 21. Elliott Hall is not open during break periods, whereas Shively is open during the semester and holiday breaks. Regular double rooms and a very limited number of single rooms are available. Residence hall contracts are for the entire academic year and include both room and meals.

Information and applications for residence halls are available from Housing and Residence Life, LA N-10, Ball State University, Muncie, IN 47306.

University apartments are available in the Anthony and Scheidler complexes. Graduate students and undergraduate students living with spouses and/or dependent children have first priority for apartments. There are a limited number of furnished apartments. These apartment units provide an affordable living option for many graduate students.

Information and applications for the university apartments are available from the Ball State University Apartments Office, 2460 N. Tillotson, Muncie, IN 47304.

Career Center

The Career Center offers opportunities for each Ball State University student and graduate to develop a clear career objective, obtain relevant experience, and learn the skills necessary to conduct a successful professional job search.

The Career Center can help with career exploration and planning, the job search, curriculum vitae development, and resume writing. It also coordinates all on-campus part-time student employment and some off-campus student employment opportunities; supports internship and cooperative education programs; maintains a specialized resource collection that includes up-to-date materials on careers, salaries, the job-search process, and graduate and professional

school test preparation; distributes career brochures and publications on self-assessment, career exploration, resume writing, interviewing, and job success, as well as a bimonthly newsletter, *Spotlight on Career Developments*; and coordinates on-campus interviews with recruiters from business, industry, government, and educational organizations seeking graduates at all degree levels. For more information, call the Career Center at (765) 285-5634 or (765) 285-1522; visit the office in Lucina 220; or visit the Web site at www.bsu.edu/careers.

Speech-Language and Audiology Clinics

Testing and therapy services related to speech, language, and hearing problems are the specialty of the Ball State Speech-Language and Audiology Clinics, operated by the Department of Speech Pathology and Audiology. More information can be obtained by visiting or calling the clinic office in AC 102, (765) 285-8160 or by visiting the Web site at www.bsu.edu/spaa.

Student Center

Student life starts at the L.A. Pittenger Student Center, located at McKinley and University avenues, which is host to a variety of entertainment events and houses a variety of services and offices for the Ball State community.

The Student Center is home to a multitude of major student organizations serving the campus community. Student Government Association (SGA), Black Student Association, University Program Board, Interfraternity Council, Spectrum, and the National Panhellenic Council are just a few of the organizations located within the facility. Offices dedicated to advising and serving students and student organizations include: Student Life, Leadership and Service Learning, Student Organizations and Activities, Campus Programs, and Disabled Student Development.

A variety of services that students, faculty, and staff depend upon daily are located in the Student Center. In addition to Cardinal Crossing Food court and the bowling lanes and billiard tables in Games & Frames, the center offers a post office, barbershop, ATMs, computer lab, meeting rooms for groups from five to 500, and a hotel with 24 rooms. University Banquet and Catering is located on the second floor and can accommodate all your food service needs.

Vocational Rehabilitation Offices

The Vocational Rehabilitation Division of the state of Indiana provides a program of specific services to help disabled persons of working age become employable or more suitably employed. Students may apply for funds at their local vocational rehabilitation offices or at the Muncie office, (765) 282-9863.

APPENDIX

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

Ball State University is accredited by the North Central Association of Colleges and Schools, the National Architectural Accrediting Board of the Association of Collegiate Schools of Architecture, the Landscape Architecture Accrediting Board, and the Planning Accreditation Board of the Association of the Collegiate Schools of Planning. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure.

The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree, which, when earned sequentially, comprise an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The master of arts in audiology and speech-language pathology and the doctor of audiology are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Programs in the Miller College of Business are fully accredited by the AACSB International. The accounting program holds separate AACSB accreditation.

Programs in the College of Fine Arts are accredited by the National Association of Schools of Art and Design, the National Association of Schools of Music, and the National Association of Schools of Theatre. The Museum of Art is accredited by the American Association of Museums.

The university is an institutional member of the American Association of University Women. In the Department of Family and Consumer Sciences, the dietetic internship is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. The Department of Family and Consumer Sciences Child Study Center is accredited by the National Academy of Early Childhood Programs.

The Muncie Center for Medical Education is accredited as part of the Indiana University School of Medicine by the Liaison Committee on Medical Education, Association of American Medical Colleges. The programs in the School of Nursing are accredited by the Indiana State Board of Nursing and the National League for Nursing Accrediting Commission.

The university is approved by the Committee on Professional Training of the American Chemical Society. The Department of Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The public relations program in the Department of Journalism is certified by the Public Relations Society of America.

The programs in school psychology are accredited by the National Association of School Psychologists. The doctor of philosophy degree with a major in counseling psychology and the doctor of philosophy degree with a major in school psychology are accredited by the American Psychological Association. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation upon the Master of Arts program in counseling psychology, community track. The Counseling Center is accredited by the International Association of Counseling Services, and its internship training program is accredited by the American Psychological Association.

The university holds memberships in many professional organizations, including the American Association of State Colleges and Universities, American Council on Education, American Association of Colleges for Teacher Education, Council of Graduate Schools in the United States, College Entrance Examination Board, Council for Advancement and Support of Education, National University Continuing Education Association, National Association of State Universities and Land-Grant Colleges, National Association of Student Personnel Administrators, American College Personnel Association, and Holmes Partnership.

INTERDEPARTMENTAL PROGRAMS

DOCTOR'S DISSERTATION (DISS)

799 Doctor's Dissertation. (1–10) A total of 10 hours of credit may be earned.

DOCTORAL CANDIDATE (DOC)

700 Doctoral Candidate. (0) Must be taken each semester by doctoral candidates who have been admitted to candidacy but are not registered for a course or courses or dissertation.

INTERDEPARTMENTAL (ID)

601 Teaching Practicum in Higher Education. (3) Students complete a supervised experience in a college classroom relevant to their own area of study.

Prerequisite: EDHI 609 and 610 or equivalent; permission of the instructor.

705 Research Colloquium. (1–3)

Doctoral candidates will present dissertation proposals for study and analysis. Related issues in research will be considered.

A total of 2 hours of credit must be earned but departments may require a total of 3 hours of credit.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

Open only to doctoral students.

MASTER'S CANDIDATE (MASTR)

600 Master's Candidate. (0) After receiving approval for RES 697 or THES 698, all master's degree candidates must be registered each semester during the academic year. If not registering for a course or courses, the candidate will register for MASTR 600, Master's Candidate, for a fee of \$50. Before degree conferral, registration and subsequent payment for MASTR 600 are mandatory for students who have not registered for MASTR 600 during required semesters. Registration in

MASTR 600 is not required during the summer. Registration in MASTR 600 will give the master's candidate the rights and privileges of a regular student.

A master's candidate may also take MASTR 600 under other circumstances when not registered for a course or courses—for instance, while working off an incomplete grade—with the approval of the candidate's committee chairperson, the department advisor, and the dean of the Graduate School.

Prerequisite: permission of the department chairperson.

Open only to master's students.

RESEARCH PAPER (RES)

697 Research Paper. (1–3) Must be taken for a total of 3 hours of credit.

TECHNOLOGY PREPARATION (TPREP)

590 Implementing the Technology Preparation Curriculum. (3) Focuses on issues and processes used to develop curriculum that effectively incorporates technology preparation concepts. Individuals and committees receive guidance in writing curriculum.

595 Instructional Strategies in the Technology Preparation Curriculum. (3) Focuses on interdisciplinary, competency-based content; planning and using instructional strategies; and assessment of student progress in the technology preparation (tech prep) curriculum.

690 Leading Technology Preparation Programs. (3) Instruction of secondary administrators and technology preparation (tech prep) project managers in effective implementation strategies and methods used to develop, implement, and maintain a successful local technology preparation program.

691 Counseling in Technology Preparation Programs. (3) Emphasizes career development of adolescents; relationships among career choice, lifestyle, psychosocial, and reality concerns in life career development; and application of theories to recruiting, guiding, and counseling technology

preparation (tech prep) students in the school system.

THESIS (THES)

698 Thesis. (1–6)

Must be taken for a total of 6 hours of credit.

COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY

www.bsu.edu/fcs

Applied Technology Building 202, (765) 285-5818

Dean of the College: Nancy M. Kingsbury

FAMILY AND CONSUMER SCIENCES

www.bsu.edu/cast

Applied Technology Building 150, (765) 285-5932

Chairperson: Alice A. Spangler

Graduate Advisor: Alice A. Spangler

Graduate Faculty: Adams, Ahmadi, Altman, Birk, Burnett, Chezem, Earhart, Friesen, Hall, Kandiah, Kingsbury, Kurtz, Lowe, McFadden, Owens, Pike, Saiki, Sampson, Spangler, VanMatre, Whitaker, Young, Zeabart

The Department of Family and Consumer Sciences prepares diverse students to improve the quality of life for individuals, families, and communities and the environments in which they function. Programs empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society through the integration and application of knowledge, skills, attitudes, and behaviors from family and consumer sciences as well as a variety of other disciplines.

The department encourages professional and community service by its faculty and students.

The graduate degree options are designed to provide individualization and flexibility for students with varying

needs and interests. The master of science in family and consumer sciences and in dietetics and the master of arts in family and consumer sciences can be accomplished with a wide variety of courses. The following options are available also:

Master of Arts in Family and Consumer Sciences

- Apparel Design Option
- Fashion Merchandising Option
- Residential Property Management Option
- Nutrition Option

Master of Science in Family and Consumer Sciences

- Apparel Design Option
- Fashion Merchandising Option
- Residential Property Management Option

In addition, students can develop programs in education, family life, food management, and interior design.

PROGRAMS

Master of arts (MA) in family and consumer sciences; master of science (MS) in dietetics and in family and consumer sciences

Admission

Applicants must meet the admission requirements of the Graduate School. All applicants must submit a letter of intent, a resume, and two letters of recommendation.

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES

PREFIX NO SHORT TITLE CR HRS

21–33 hours from family and consumer sciences major including a minimum of 6 hours to complete the research component:

EDPSY	641	Statist Meth	3
FCS	697	Res Methods (3)	
	or		
RES	697	Research Ppr (1–3)	3
Minor and electives			0–12

Nutrition option must substitute BIO 548, EDPSY 642 or HSC 687 for EDPSY 641

Apparel design option, 33 hours

FCSMR	500	Adv Flat Pat	3
	501	Adv Tailor	3
	503	Adv Draping	3
	505	Adv CAD Appr	3
FCSMR elective			3
Minor or other electives inside or outside the FCS department			12
			<hr/> 33 hrs

Fashion merchandising option, 33 hours

FCSMR	555	Adv Fash Anl	3
	565	Adv Designer	3
	570	Adv Fash Buy	3
	575	Adv Int Appr	3
FCSMR elective			3
Minor or other electives inside or outside the FCS department			12
			<hr/> 33 hrs

Residential property management option, 33 hours

FCSMR	535	Adv RPM Proj	3
	585	Adv Sim RPM	3
	635	Adv RPM T & I	3
6 hours from			
FCSMR	515	Adv Sr Hous (3)	
	525	Adv Gov Hous (3)	

FCSFC	680	Family Prob (3)	6
Minor or other electives inside or outside the FCS department			9–12
			<hr/> 33 hrs

Nutrition option, 33 hours

FCSFN	642	Nrt Assess	3
	647	Cho Pro Lip	3
	648	Vit & Min	3
6 hours from			
FCSFN	643	Obes Wt Ctrl (3)	
	644	Nut Exer Spt (3)	
	650	Matrn Inf Nu (3)	
	651	Pediatr Ntr (3)	
	652	Geriatr Ntr (3)	6
Minor or other electives inside or outside the FCS department such as dietetic internship (FCSFN 580, 581, 582), public health, or patient education and medical nutritional therapy areas			12
			<hr/> 33 hrs

MASTER OF SCIENCE IN FAMILY AND CONSUMER SCIENCES

Applicants must meet the admission requirements of the Graduate School. All applicants must submit a letter of intent, a résumé, and two letters of recommendation.

PREFIX NO SHORT TITLE CR HRS

21–33 hours from the family and consumer sciences major including a minimum of 6 hours to complete the research component:

EDPSY	641	Statist Meth	3
FCS	697	Res Methods	3
THES	698	Thesis (1–6)	6
Minor and electives			0–12

Apparel design option, 33 hours

FCSMR	500	Adv Flat Pat	3
	501	Adv Tailor	3
	503	Adv Draping	3
	505	Adv CAD Appr	3
Minor or other electives inside or outside the FCS department			9
			<hr/> 33 hrs

Fashion merchandising option, 33 hours

FCSMR	555	Adv Fash Anl	3
	565	Adv Designer	3
	570	Adv Fash Buy	3
	575	Adv Int Appr	3
Minor or other electives inside or outside the FCS department			9
			<hr/> 33 hrs

Residential property management option, 33 hours

FCSMR 535	Adv RPM Proj	3
585	Adv Sim RPM	3
635	Adv RPM T & I	3
3 hours from		
FCSMR 515	Adv Sr Hous (3)	
525	Adv Gov Hous (3)	
FCSFC 680	Family Prob (3)	3
Minor or other electives inside or outside the FCS department		9
		<hr/>
		33 hrs

MASTER OF SCIENCE IN DIETETICS**Admission**

Applicants must meet the admission requirements of the Graduate School. All applicants must submit a letter of intent, a resume, and two letters of recommendation.

Those applying for the MS in dietetics must provide an original, signed American Dietetic Association Verification of Completion Statement from the Didactic Program in Dietetics director or a Declaration of Intent to complete a didactic program in dietetics that indicates that academic work is within the last five years. Courses for verification must be completed before the MS in Dietetics is granted.

Dietetics Internship

The dietetics internship at Ball State University is a 26-week, full-time program that begins in January and June of each year. Students accepted into the program will have the opportunity to complete the requirements of the dietetics internship and at least 18 hours of the master's degree. The dietetics internship at Ball State University is currently granted developmental accreditation by the Commission on Accreditation for Dietetics Education, 216 W. Jackson Boulevard, Chicago, IL 60606-6995, (312) 899-5400 of the American Dietetic Association, 216 W. Jackson Boulevard, Chicago, IL 60606-6995, (312) 899-4876. Students applying to the dietetics internship must provide a completed application form, a current resume, a letter of application, a letter of acceptance to the Graduate School at Ball State University, three original recommendations, and an American Dietetic Association Verification of Completion Statement or Declaration of Intent to complete a didactic program in dietetics, and must

hold a baccalaureate degree from an accredited educational institution.

PREFIX	NO	SHORT TITLE	CR HRS
BIO	548	Biometry (3)	
or			
EDPSY	642	Interim Stat (3)	
or			
HSC	687	Qtn Meth HSC (3)	3
FCS	697	Res Methods	3
THES	698	Thesis (1-6)	6
FCSFN	642	Ntr Assess	3
	647	Cho Pro Lip	3
	648	Vit & Min	3

6 hours from

FCSFN	500	Cost Hosp Fd (3)	
	576	Event Mgt (3)	
	643	Obes Wt Ctrl (3)	
	644	Nut Exer Spt (3)	
	650	Matrn Inf Nu (3)	
	651	Pediatr Ntr (3)	
	652	Geriatr Ntr (3)	
	660	Adv F S Mgt (3)	6

9 hours from FCSFN dietetic internship sequence or other elective inside or outside the FCS department such as public health, patient education, and medical nutritional therapy interests

9

36 hrs

FAMILY AND CONSUMER SCIENCES (FCS)

500 Field Studies in Family and Consumer Sciences. (1-6) Field study sites may either be domestic or international, and in any area of family and consumer sciences. Readings related to the field experience will be included.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

569 Internship in Family and Consumer Sciences. (3-6) Provides the opportunity for work in an established setting to gain professional experience in one's specific area of study.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

594 Workshop: Family and Consumer Sciences. (1-3) Activity-oriented study of one topic in family and consumer sciences.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

595 Independent Study in Family and Consumer Sciences. (1–3) Investigation and exploration of a topic in family and consumer sciences. Emphasizes extensive reading and the development of research skills.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

596 Seminar in Family and Consumer Sciences. (1–6) Seminar topics will focus on current issues in the family and consumer sciences profession. Using the seminar format students will research, discuss, and disseminate information gathered on a given topic.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

697 Research Methodology in Family and Consumer Sciences. (3) Analysis and application of research procedures in the various areas of family and consumer sciences. The focus is on critiquing research completed by others and developing a research proposal.

Prerequisite: permission of the department chairperson.

Parallel: EDSPY 641 or 642 or BIO 548 or HSC 697.

FAMILY AND CONSUMER SCIENCES: EDUCATION (FCSED)

692 Principles and Philosophy of Vocational Education. (2) Principles on which vocational family and consumer sciences is organized, administered, and supervised; description of programs; and federal and state regulations and guidelines.

Not open to students who have credit in FCSED 392 or 492 except by permission of the department chairperson.

693 Curriculum in Family and Consumer Sciences. (3) A study of curriculum components. Features the principles of curriculum development and implementation in family and consumer sciences education. Existing curriculum standards at the state and national level are utilized in curriculum development.

Open only to students with an FCSED teaching license or by permission of the department chairperson.

694 Assessment and Evaluation in Family and Consumer Sciences Education. (3) Assessment used by effective teachers in FCS education. Use of forms such as checklists, rubrics, scorecards, and other measures are explored. Emphasizes ways to incorporate assessment that promotes student learning and develops student confidence. Includes means of assessment for unique students and/or teaching/learning settings.

Open only to students with an FCSED teaching license or by permission of the department chairperson.

695 Contemporary Methods for Teaching Family and Consumer Sciences Education. (3) Methods and techniques used by effective family and consumer sciences education teachers. Includes ways to incorporate methods that promote student directed learning, decision-making, and the development of responsible citizens. Emphasizes methods that create an appropriate teaching/learning classroom and develop a community of learners.

Open only to students with an FCSED teaching license or by permission of the department chairperson.

FAMILY AND CONSUMER SCIENCES: FAMILY AND CHILD (FCSFC)

680 Family Problems. (3) Survey of the major problems experienced by families. Emphasizes whole-family functioning rather than individual functioning. Preventive measures, treatment approaches, and appropriate agencies and services are identified.

FAMILY AND CONSUMER SCIENCES: FOODS AND NUTRITION (FCSFN)

500 Cost Control in Hospitality and Foodservice Industry (3) Controlling cost from a management perspective in the hospitality and foodservice industry

Prerequisite: ACC 201.

Not open to students who have credit in FCSFN 300.

530 Advanced Experimental Foods. (3) Study of the effects of various conditions and ingredients on products and their qualitative and quantitative properties. Review and evaluation of research; individual study and planning, implementing, analyzing, and reporting of research.

Prerequisite: FCSFN 220; CHEM 100 or 111 or permission of the department chairperson.

Not open to students who have credit in FCSFN 430 or equivalent undergraduate course.

540 Human Nutrition. (3) Addresses the principles of nutrition, life cycle nutrition, and the relationship of diet to health and disease.

Not open to students who have credit in FCSFN 340, 445, 545 or equivalent.

545 Advanced Nutrition. (3) Emphasizes the use and metabolism of nutrients at the cellular level in the human body. Current research in the field of nutrition is examined. Update for graduate dietetics majors.

Prerequisite: FCSFN 340; CHEM 360 or permission of the department chairperson.

Not open to students who have credit in FCSFN 445.

571 Computer Applications in Family and Consumer Sciences. (3) Emphasizes applications of computer utilization in food management and hospitality, nutrition, and other family and consumer sciences professions. Software, including spreadsheet, database, presentation, publication, word processing, and the Internet, is employed. Includes selection and application of software specific to food management and hospitality, nutrition, and other family and consumer sciences professions.

Not open to students who have credit in FCSFN 371.

572 Nutrition Assessment, Counseling, and Education. (3) Assessment methods, techniques of nutrition counseling, nutrition education principles and implementation, and development of nutrition counseling materials. Includes nutrition assessment of various populations and counseling experiences. Additional projects required.

Prerequisite: FCSFN 340.

Not open to students who have credit in FCSFN 375.

575 Catering for Profit. (3) Fundamentals of planning, organizing, preparing, and serving profitable and unique catering functions. Emphasizes menu development, customer service, marketing, and food production.

Prerequisite: FCSFN 400 or permission of the department chairperson.

Not open to students who have credit in FCSFN 475.

576 Event Management. (3)

Management of hospitality and business-related activities such as conventions, professional and social events, catered activities, and their intra-industry interactions.

Not open to students who have credit in FCSFN 476.

580 Supervised Practice in Food Systems Management. (3) Application of management principles involved in the acquisition, production, quality control, distribution, and service of quality food in an acute care environment; development of a philosophy of excellence in administrative leadership through supervision of foodservice personnel (320 hours).

Prerequisite: permission of the department chairperson.

Open only to AP4 students.

581 Supervised Practice in Nutrition Therapy. (3) Application of the health care team approach of dietary management to human pathophysiologic status through assessing, planning, documenting, and counseling individuals and educating groups in an acute care environment (360 clock hours).

Prerequisite: permission of the department chairperson.

Open only to dietetics internship students.

582 Supervised Practice in Community Nutrition/Business/Entrepreneur. (3)

Application of concepts and methodologies of nutrition and health practices as related to the family and people in the community; provision of education programs for specific populations and the public through community agencies and related business and private organizations.

Prerequisite: permission of the department chairperson.

Open only to dietetics internship students.

642 Nutrition Assessment. (3)

Techniques needed to evaluate nutritional status and plan appropriate nutrition intervention. Includes assessment of dietary intake, body composition, nutrient requirements, and laboratory indices of nutritional status. Development of appropriate nutrition therapies will be addressed. Includes laboratory experience.

Prerequisite: FCSFN 445 or 545.

643 Energy Balance, Obesity, and Weight Control. (3) In-depth study of the components of energy balance, theories regarding the etiology of obesity, and the impact of obesity and dieting on health. Includes evaluation of current weight control techniques and identification of the best methods for maintaining optimal body weight.

Prerequisite: FCSFN 340 or 540 or permission of the department chairperson.

644 Nutrition for Exercise and Sport. (3) Examination and integration of the principles of nutrition and energy metabolism as they apply to athletes and active individuals. Dietary recommendations for athletes participating in various sports will be reviewed. Current research in sports nutrition will be discussed.

Prerequisite: FCSFN 340 or 540 or permission of the department chairperson.

647 Carbohydrates, Proteins, and Lipids. (3) Advanced study of carbohydrates, proteins, and lipids in humans. Includes macronutrient metabolism and the relationship of these dietary components to health and disease.

Prerequisite or parallel: FCSFN 445 or 545 or permission of the department chairperson.

648 Vitamins and Minerals. (3) Advanced study of vitamins and minerals in humans; review and discuss current literature and findings related to nomenclature, function, metabolism, nutrient interactions, requirements, assessment, toxicity, and deficiency states of population groups and relationship to health and disease.

Prerequisite: FCSFN 340 or 540.

650 Maternal and Infant Nutrition. (3) Nutrition during pregnancy, lactation, and infancy. Includes nutrient needs, growth and development, and common complications. Emphasizes reading in current professional publications.

Prerequisite or parallel: FCSFN 340 or 540 or permission of the department chairperson.

651 Pediatric Nutrition. (3) Principles of pediatric nutrition (preschool through adolescence). Nutritional needs of children in normal and therapeutic nutrition will be investigated. Current research in pediatric nutrition will be discussed.

Prerequisite: FCSFN 340 or 540 or permission of the department chairperson.

652 Geriatric Nutrition. (3) Nutritional needs of older adults in consideration of physiological and social changes and research in the field. Review recent literature, evaluate nutrition status of elderly persons in selected situations, and study and evaluate nutrition programs designed for older adults.

Prerequisite: FCSFN 340 or 540 or permission of the department chairperson.

660 Advanced Food Service Administration. (3) Identification and application of advanced foodservice management and marketing concepts; development of skills required of dietitians and other upper level managers.

Prerequisite or parallel: FCSFN 363 or permission of the department chairperson.

690 Nutrition Counseling Practicum. (1-3) Integrates nutrition knowledge and techniques of nutrition counseling. Includes information gathering, assessment of problems, and development of methods and materials for nutrition counseling intervention.

Prerequisite or parallel: FCSFN 340 or 540, 375 or 572; permission of the department chairperson.

A total of 3 hours of credit may be earned.

696 Seminar in Food and Nutrition. (3) Student presentations and discussions of trends and issues related to food and nutrition. Emphasizes in-depth knowledge of current research findings and concerns. Basic knowledge of food and nutrition required.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

FAMILY AND CONSUMER SCIENCES: MERCHANDISING (FCSMR)

500 Advanced Flat Pattern. (3) Fundamental principles of pattern modification using a basic pattern. Emphasis on pattern alteration and fitting of basic dress and pants. Use of computer-aided design to produce a pattern for a garment of original design.

501 Advanced Tailoring. (3) Review of current trends in tailored garments. Construction of tailored garment using contemporary techniques.

503 Advanced Design by the Draping Method. (3) Provides basic knowledge of apparel design using the draping method.

505 Advanced Computer-Aided Design for Apparel. (3) Knowledge of the use of computer-aided design (CAD) in fashion apparel designing.

514 Evolution of Interiors. (3) Study of interior styles from their beginning to the present and the factors that influenced their development.

Prerequisite: AHS 100; permission of the department chairperson.

Not open to students who have credit in FCSMR 325.

515 Advanced Senior Housing: Design, Marketing, and Management. (3) Exploration of the principles that guide the design, marketing, and management of housing for older adults. Conceptual development of these principles, applicable to a local setting.

Prerequisite: permission of the department chairperson.

524 Advanced Computer Aided Design for Interiors. (3) Computer application in interior design using drafting skills and design procedures. Implementing advanced technical CAD skills.

Prerequisite: advanced drafting skills and CAD experience; permission of the department chairperson.

525 Advanced Management of Government-Assisted Housing. (3) Investigation of government-assisted housing programs and the role of management in meeting the needs of owners, residents, and regulatory agencies.

Prerequisite: FCSMR 235.

Not open to students who have credit in FCSMR 405.

535 Advanced Residential Property Management Project. (3) Provides an advanced, hands-on opportunity to use industry standards to analyze an apartment community. The resulting project provides the management company with information to remain competitive and profitable in the apartment market.

Prerequisite: FCSMR 275, 305.

544 Portfolio Development for Interior Design. (1) Provides the opportunity to

develop a portfolio of projects completed in previous design courses to be used for job interviews. Emphasizes visual aesthetics of the projects and presentation techniques.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in FCSMR 444.

555 Advanced Fashion Product Analysis. (3) Study of factors that contribute to the quality of fashion-related merchandise. Provides an opportunity to become skillful in evaluating the materials and construction quality and techniques used in the textile and apparel industry. Includes investigation of current trends related to apparel quality and sourcing.

Prerequisite: permission of the department chairperson.

565 Advanced Study of Fashion Designers and Forecasting. (3) Study of present and historical fashion designers from around the world. Emphasis on understanding their contributions to the fashion industry and their influence in today's fashion markets. An understanding of the process of fashion forecasting is stressed.

Prerequisite: permission of the department chairperson.

570 Advanced Fashion Buying and Merchandising. (3) Review of current trends in fashion merchandising. Building a knowledge base to make decisions on buying and merchandising to satisfy customers and maintain an adequate profit level.

Prerequisite: permission of the department chairperson.

575 Advanced International Apparel Markets. (3) Provides an overview of the global textile and apparel industries. Considers the U.S. textile complex and market within an international context. Investigation of current trends in the international apparel marketplace.

Prerequisite: ECON 201 or 509; MKG 300 or 505; permission of the department chairperson.

585 Advanced Simulation in Residential Property Management. (3) Application of advanced residential property management skills practiced through a simulation activity. Opportunity to research common problems in the industry to arrive at a solution.

Prerequisite: FCSMR 275, 305.

596 Seminar in Merchandising. (3)

Exploration and integration of concepts related to the various elements of merchandising.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

635 Advanced Trends and Issues in Residential Property Management. (3)

Explores and analyzes the current trends and issues affecting the residential property management industry.

Prerequisite: FCSMR 235.

INDUSTRY AND TECHNOLOGY

www.bsu.edu/itech

Applied Technology Building, 131, (765) 285-5642

Chairperson: James Flowers

Graduate Advisor: Jack Wescott

Graduate Faculty: Flowers, Rose, Seymour, Shackelford, Wescott

PROGRAMS

Master of arts (MA) in technology education and in career and technical education; an alternative license in technology education.

MASTER OF ARTS IN TECHNOLOGY EDUCATION

Designed for students whose educational goals are to increase and update their knowledge and skills in technology education and to professionalize their Indiana teaching licenses. The degree requires 30 graduate hours with courses in education, technology education, and research, as well as electives. Students select a thesis or nonthesis option. As a part of this degree, students with an Indiana license may professionalize their teaching licenses by enrolling in the required professional education courses.

Admission

Applicants must meet the admission requirements of the Graduate School.

PREFIX NO SHORT TITLE CR HRS

Professional courses

ITEDU	635	Impl Tech Ed	3
	690	Hist Tech Ed	3
	691	Matl Tch T Ed	3
	694	Curric Devel	3
	698	Seminar T Ed	3

Research requirements

ITEDU	699	Research I Ed (3)	
THES	698	Thesis (1-6)	3-9

3 hours from

EDSEC	534	Class Mgt (3)	
	600	Workshop Sec (2-6)	
	690	Prctm Sec Ed (1-9)	
	695	Dyn Sec Clrm (3)	

EDTEC	550	Curric Tec (3)	3
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To professionalize a standard Indiana senior high, junior high/middle school license select 3 hours from

EDCUR	620	Sec Sch Cur (3)	
EDFON	631	Philosophy Ed (3)	
	651	Ed Sociology (3)	
EDGEN	692	Super St Te (3)	
EDMUL	660	Mlti Clt Eth (3)	
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	640	Methodology (3)	

EDSEC	676	Res Sec Ed (3)	0-3
Electives			0-9

30 hrs

ITEDU 699 is the prerequisite to THES 698. Substitutions cannot be made to satisfy requirements in the professional or research categories. Students using departmental courses that are scheduled on an arranged basis to fulfill their elective requirement must gain approval for the course before enrolling in the class.

MASTER OF ARTS IN CAREER AND TECHNICAL EDUCATION

Designed for students who wish to professionalize the standard teaching license in career and technical education laboratory certification. The degree is also designed for persons in industry seeking a program that includes training, safety, and technical courses.

Admission

Applicants must meet the admission requirements of the Graduate School.

PREFIX NO SHORT TITLE CR HRS

Professional courses

ITEDU	550	CTE Stu Orgnz (3)	
	551	Trd Ocp Anls (3)	
	552	CTE Rel Cntn (3)	
	568	Prin CTE Ed (3)	
	569	Org Crd CTE (3)	
	691	Matl Tch T Ed (3)	
	696	Tech Coop Ed (3)	
ITMFG	560	Indst Safety (3)	
	590	Dev Hum Res (3)	9–15

Research requirements
3–9 hours from

ITEDU	699	Research I Ed (3)	
THES	698	Thesis (1–6)	3–9
Departmental electives			0–6

18 hrs

Professional education courses
3 hours from

EDSEC	534	Class Mgt (3)	
	600	Workshop Sec (2–6)	
	690	Prctm Sec Ed (1–9)	
	695	Dyn Sec Clrm (3)	
EDTEC	550	Curric Tech (3)	3
Electives			0–9

30 hrs

ITEDU 550, 551, 568, 569, and ITMFG 560 are required for career and technical education certification in Indiana. ITEDU 699 is the prerequisite to THES 698.

ALTERNATIVE LICENSE IN TECHNOLOGY EDUCATION**PREFIX NO SHORT TITLE CR HRS**

ITEDU	635	Impl Tech Ed	3
	691	Matl Tch T Ed	3
	694	Curric Devel	3
	697	Prob Tech Ed (1–3)	3
ITMFG	508	Prob in Cadd	3
Directed elective			3

18 hrs

Open only to Indiana-licensed educators.

INDUSTRIAL TECHNOLOGY: EDUCATION (ITEDU)**510 Technology: Use and Assessment.**

(3) Analyzes the use and assessment of technology. Topics include decision making in adopting technologies, design for use, usability testing, user surveying, technology assessment techniques, environmental impact assessment, and forecasting.

550 Career and Technical Education

Student Organizations. (3) Emphasizes the implementation, maintenance, and evaluation of career and technical education student organizations.

Not open to students who have credit in ITEDU 290.

551 Trade and Occupational Analysis.

(3) The fundamentals of analyzing trades and occupations. Techniques of identifying occupations by a breakdown into components of jobs, tasks, and processes will be examined.

Not open to students who have credit in ITEDU 390.

552 Career and Technical Education

Related Class Content. (3) The sources of related materials and techniques for developing and using these materials.

Not open to students who have credit in ITEDU 392.

564 Practicum in Technology Education for Elementary Grades.

(3) Study and field practice of the philosophy, psychology, and objectives of integrating technology education in the elementary and special education classes. Students develop and integrate technology-based curricula in the classroom. Strategies related to classroom organization, physical planning, and tool and material acquisition are discussed and implemented. Ten to twenty hours spent in contact with children.

568 Principles and Philosophy of Career and Technical Education.

(3) Introduction to the foundation and operation of various career and technical education programs. Analyzes legislation in the light of past and present issues of career and technical education and its role as a vital component of the total educational system.

Not open to students who have credit in ITEDU 292, 690.

569 Organization and Coordination of Career and Technical Education. (3)

The organizational structure, responsibilities, and roles recognized in the operation of career and technical education programs with major emphasis on state functions.

Not open to students who have credit in ITEDU 492.

635 Implementing Technology Education. (3)

A laboratory-based experience that emphasizes strategies for implementing technology education.

636 Implementing Communication Technology Education. (3)

A study of the concepts and strategies used in teaching communication technology classes (grades 6–12). Emphasizes graphic, electrical, visual, acoustic, and mass-communication systems and their effects on people and society.

637 Implementing Construction Technology Education. (3)

A study of the concepts and strategies used in teaching construction technology classes (grades 6–12). Emphasizes designing and constructing structures and community planning activities and their effects on people and society.

638 Implementing Manufacturing Technology Education. (3)

A study of the concepts and strategies used in teaching manufacturing technology classes (grades 6–12). Emphasizes industrial materials, processes, and management systems; their application to industrial enterprises; and their effects on people and society.

639 Implementing Transportation Technology Education. (3)

A study of the concepts and strategies used in teaching transportation technology classes (grades 6–12). Emphasizes the design, use, and effects of transportation systems and related energy-conversion techniques in modern society.

690 History and Philosophy of Technology Education. (3)

Historical development and philosophical foundations of current trends in technology education with emphasis on content bases, objectives, teaching methods, and evaluation.

Not open to students who have credit in ITEDU 568.

691 Strategies and Materials for Teaching Technology Education. (3)

A study of individualized and group

teaching and learning strategies and the selection, production, and use of instructional materials to support them.

694 Curriculum Development in Technology Education. (3)

A review of the philosophical, sociological, and psychological bases for curriculum construction with the intent to develop a technology education program for the secondary school.

696 Techniques in Coordinating Cooperative Education. (3)

Cooperative part-time education programs with attention given to governing laws, problems in coordination, initiating programs, classes in related subjects, and selection of instructional materials.

697 Problems in Technology Education. (1–3)

Independent study in advanced industrial or professional techniques.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

698 Seminar in Technology Education. (3)

Current problems and issues in technology education and facility design with particular attention given to the more recent developments in many of the more progressive programs throughout the country.

699 Research in Industrial Education. (3)

A review of existing research in technology education and career and technical education with reference to its scope and usefulness. Analyzes selected studies. Design of individual and group research is required.

INDUSTRIAL TECHNOLOGY: MANUFACTURING (ITMFG)

508 Problems in Computer-Aided Design and Drafting. (3)

Emphasizes two- and three-dimensional modeling applications in design and manufacturing using a CAD system.

Prerequisite: a technical drawing course or permission of the department chairperson.

526 Advanced Plastics Technology. (3)

Individual investigation of problems and new developments in the plastics (synthetics) industry. Problem solving, research, and experimentation with product design and associated mold making is encouraged. Prior experience in plastics is essential.

Prerequisite: ITMFG 225 or the equivalent.

530 Problems in Metals. (3) Intensive study of special concerns of metal processing not covered in other courses. Manufacturing is emphasized. Problem solving, research, and experimentation are encouraged.

560 Industrial Safety and Health. (3) Study of the practices used to ensure a safe and healthful environment for industrial personnel. Includes the requirements of safety- and health-regulating agencies and hazard recognition and correction.

Not open to students who have credit in ITDPT 360.

563 Manufacturing Operations. (3) Focuses on activities associated with the design and installation of industrial production methods and facilities. Laboratory activities offer opportunities to perform basic tasks associated with developing a production system.

Not open to students who have credit in ITMFG 363.

570 Advanced Studies in Electronics. (3) Individual study of major problems in electronics. Applies new techniques and developments to these problems and experiments.

580 Advanced Studies in Graphic Arts. (3) Individual study of new developments in graphic arts. Provides opportunities to study new developments in light-sensitive materials, computer applications in graphic arts processes, and current industry trends.

590 Developing Human Resources. (3) Activities, roles, and competencies of human resource developers in industrial organizations. Emphasizes activities that allow for the development of selected HRD competencies.

Not open to students who have credit in ITDPT 390.

NURSING

www.bsu.edu/nursing

Cooper Science Complex 418, (765) 285-5571

Director: Linda Siktberg

Graduate Advisors: Nagia Ali, Kay Hodson-Carlton, Marilyn Ryan

Graduate Faculty: Ali, Bantz, Campbell, Carlisle, Hodson-Carlton, Kelsey, Ryan, Siela, Siktberg, Twibell, Wieseke, Wolfe

PROGRAM

MASTER OF SCIENCE (MS) IN NURSING

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also

- have health clearance.
- have a criminal background check.
- be a graduate of a National League for Nursing (NLN) accredited nursing program with a 2.80 GPA in upper division major. Registered nurses holding baccalaureate degrees in another field who demonstrate successful completion of an upper division major in nursing may qualify.

- have earned an overall grade point averages of 2.8 on a 4.0 scale or upper division 3.0 grade point average in the baccalaureate program.
- have earned a grade of C or better in at least 2 quarter or semester hours in an undergraduate research course.
- hold an Indiana license as a registered nurse and have professional liability insurance.
- have two years experience for full-time study.
- show evidence of training in standard precautions and an undergraduate research course.
- have had a physical assessment course (only required for clinical majors).

- have a minimum of one year of clinical experience before enrolling in clinical courses for new graduates.
- have recent clinical experiences (three of the past five years) before enrolling in clinical courses for experienced nurses.

This program is delivered via the Web and requires computer access. NUR 605, Nursing Information Technology, is required for all students.

Registered Nurse to Master of Science Nursing Mobility

This program is designed for nurses holding an associate degree in nursing and a baccalaureate degree in another field. Contact the School of Nursing for more information.

Retention Standards

A grade of C- or lower in any nursing course leading to a master of science degree with a major in nursing is unacceptable, and the student who receives one will be dropped from the program. The student may apply to the Graduate Admissions and Progressions Committee for readmission.

PREFIX	NO	SHORT TITLE	CR	HRS
Research core				
EDPSY	641	Statist Meth	3	
NUR	604	Research	3	
				6 hrs

Nursing core				
NUR	603	Nur Theory	3	
	605	Nur Info	2	
	610	Concp Anls 1	3	
				8 hrs

Administrative core				
NUR	640	Nur Adm Theo	3	
	642	Adm Mgt Nurs	3	
	643	Fin Mgt	2	
	672	Role Expct	4	
				12 hrs

Complete one of the following tracks:

Administrative Track (with Business Minor), 44 hours

Research core	6
Nursing core	8
Administrative Core	12
THES 698 Thesis (1-6)	6
Business minor, 12 hours from	
ACC 501 Fin Acct (3)	
BL 560 Survey B L (3)	
MGT 500 Mng Org Beh (3)	

MKG	661	Human Res Mgt (3)	
	505	Survey Mrktg (3)	
MBA	601	Leadership (3)	12
			44 hrs

Not open to undergraduate majors in business.

Administrative Track (without Business Minor), 35 hours

Research core	6
Nursing core	8
Administrative core	12
NUR 611 Concp Anls 2	3
THES 698 Thesis (1-6)	6
	<hr/>
	35 hrs

Clinical Specialist Adult Health Track, 46 hours

EDPSY	641	Statist Meth (3)	
or			
NUR	607	Data Anly (3)	3
	603	Nur Theory	3
	604	Research	3
	605	Nur Info	2
	610	Concp Anls 1	3
	611	Concp Anls 2	3
	614	Concp Anls 3	3
	630	Clin Role	3
	632	Pathophys	3
	634	HI Assessmnt	3
	638	Pharm	3
	672	Role Expct	4
	680	Adv Adult	7
RES	697	Research Ppr (1-3)	3
			46 hrs

Nursing Leadership Track, 33 hours

Research core			6
Nursing core			8
NUR	611	Concp Anls 2	3
	614	Concp Anls 3	3
	672	Role Expt	4
Role electives			6
Scholarship options			
RES	697	Research Ppr (3)	
	or		
EDAC	697	Grantsmnshp (3)	3
			33 hrs

Practitioner (Adult/Family), 41-47 hours

Research core (Thesis is optional)	6
NUR 603 Nur Theory	3
610 Concp Anls 1	3
611 Concp Anls 2	3
614 Concp Anls 3	3
630 Clin Role	3
632 Pathophys	3
634 HI Assessmnt	3
638 Pharm	3

	672	Role Expct	4
	680	Adv Adult	7
THES	698	Thesis (1-6)	0-6
			<hr/>
			41-47 hrs

To extend certification to Family Practitioner the following courses are required.

NUR	682	Prim Child	4
	684	Prim Women	3
			<hr/>
			48-54 hrs

Educator Track, 41-42 hours

Research core			6
NUR	603	Nur Theory	3
	605	Nur Info	2
	610	Concp Anls 1	3
	611	Concp Anls 2	3
	614	Concp Anls 3	3
	620	Curr Designs	3
	622	Teach In Nur	3
	626	Prog Eval	3
	672	Role Expct	4
NUR	electives		2-3
THES	698	Thesis (1-6)	6
			<hr/>
			41-42 hrs

Post-Master's Certificate Nurse Practitioner (Adult/Family), 23-30 hours

PREFIX	NO	SHORT TITLE	CR HRS
Adult Practitioner			
NUR	630	Clin Role	3
	632	Pathophys	3
	634	HI Assessmnt	3
	638	Pharm	3
	672	Role Expct	4
	680	Adv Adult	7
			<hr/>
			23 hrs

To extend certification to Family Practitioner the following courses are required.

NUR	682	Prim Child	4
	684	Prim Women	3
			<hr/>
			30 hrs

Post-Master's Certificate Nurse Educator, 15 hours

PREFIX	NO	SHORT TITLE	CR HRS
NUR	605	Nur Info	2
	620	Curr Designs	3
	622	Teach in Nur	3
	626	Prog Eval	3
	672	Role Expct	4
			<hr/>
			15 hrs

NURSING (NUR)

603 Nursing Theory. (3) Exploration and analysis of theory development in the field of nursing, emphasizing current research, conceptual models, and theory development in nursing.

604 Research. (3) Research methodology in nursing emphasizing the critical evaluation of research and its applicability to practice.

Prerequisite or parallel: graduate statistics.

Open only to graduate nursing students.

605 Nursing Information Technology.

(2) Evaluates the impact of information and healthcare technology in relationship to advanced nursing. Experiences include the utilization of computer hardware and software and initiating a line of inquiry via database use.

606 Nursing and Computer Technology

2. (2) Builds on experience in the use of computers. Emphasizes a further exploration of computer integration in nursing practice, service administration, education, or research. Computer laboratory experience included.

Prerequisite: NUR 605 or equivalent.

607 Data Analysis in Nursing Research.

(3) Emphasizes the interpretation and application of descriptive, inferential, and advanced statistical analyses of data. Critical examination of data collection, data analyses, and interpretation of quantitative and qualitative nursing studies will be the focus.

610 Concepts Analysis 1. (3) Analyzes selected nursing concepts and related research with a focus on health promotion. Relationship of concepts to advanced practice models is explored. Clinical experience focuses on application of research findings to clinical populations in various stages of the life cycle.

Prerequisite recommended: full admission to program; NUR 603, 604.

611 Concept Analysis 2: Decision Making. (3)

Builds on analysis of concepts from NUR 610. Emphasizes ethics and clinical decision making to facilitate client transition from acute illness to optimal health. Nursing theory and research-based interventions are incorporated into clinical experiences.

Prerequisite: NUR 603, 604, 610.

614 Concepts Analysis 3: Concepts Issues in Chronic Illness and Aging. (3) Builds on NUR 610 and 611 concepts and issues of chronic illness and aging are applied. Research findings are analyzed related to quality care. Impact of fiscal management health care policies and technology are explored.

Open only to Nursing master's candidates.

618 Application of Clinical Concepts in Community-Based Settings. (3) Applies nursing process, primary health-care principles, and primary and secondary prevention with community-based populations. Explores community practice models and the effect of health policy on health care delivery. Clinical focus includes interdisciplinary and intersectoral collaboration in addressing consumer health needs.

Prerequisite: NUR 603, 604.

620 Curricular Designs in Nursing. (3) Opportunity to develop, implement, and/or evaluate student-selected aspects of existing nursing curricula. Emphasizes a group experience in assessing a curricular problem and applying current theory of practice in seeking solutions to a practical curriculum issue.

Prerequisite: NUR 603.

622 Teaching in Nursing. (3) Focuses on teacher behaviors that promote student learning, including course development and use of technology in a variety of post-secondary nursing environments. Includes faculty roles and responsibilities in nursing education.

626 Program Evaluation. (3) Focuses on program evaluation of a nursing unit by exploring the components of a systematic evaluation plan and identifying evaluational tools for educational assessment using collaborative strategies.

Prerequisite: NUR 620, 622; or previous teaching experience and permission of the instructor.

630 Advanced Practice Nursing and Role Theory. (3) Nursing and related theories analyzed as the roles of advanced practice nurses are explored. Professional practice issues are examined through the synthesis of professional and research literature. A conceptual model to guide practice is developed.

Prerequisite recommended: NUR 604, 610, 611, 614.

632 Pathophysiology and Nursing Practice. (3) Provides a comprehensive scientific background and understanding of pathophysiology as it relates to client assessment across the lifespan in a variety of health-care settings. Forms the basis for advanced nursing practice.

Prerequisite: NUR 603, 604.

634 Advanced Health Assessment. (3) Practice of advanced health assessment techniques across the lifespan.

Emphasizes the use of critical thinking and decision-making abilities to formulate differential diagnosis and a plan of care based on assessment data.

Prerequisite: admission to program; NUR 603, 604.

638 Advanced Clinical Pharmacology. (3)

Provides principles of advanced pharmacology based on pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of broad categories of drugs. Emphasizes pharmacological management of clients across the lifespan in diverse settings.

640 Nursing Administration in Complex Organizations. (3)

Introduction to the administration of nursing. Relates behavioral sciences and organizational and administrative theories to the delivery of nursing care, emphasizing organizational behavior.

Prerequisite: NUR 604.

642 Administrative Management for Nurses. (3) Management principles and process of planning are emphasized to illustrate the dimensions of nursing administrative practice. The dimensions of administrative practice are further expanded through the discussion of legal aspects, ethical issues, and labor relations.

Prerequisite recommended: NUR 604, 640.

643 Financial Management for Nurses. (2)

Examines the planning, designing, and monitoring of a nursing budget with special emphasis on personnel, supplies, and capital equipment budgets. Specific financial problems of a nursing service department are addressed. Includes laboratory experience with simulated budgets.

Prerequisite recommended: NUR 604, 640, 642.

672 Practicum of Role Expectations. (4)

Practicum in (clinical/educational/administrative/nurse practitioner) setting of student's selected functional

role. Seminars for guidance and analysis of role relationships. Topics include teacher in nursing; administrator in nursing; role of clinical nurse in advanced practice; nurse practitioner.

Prerequisite: all required role courses.

680 Advanced Care of Adult. (7)

Focuses on the application and evaluation of advanced practice knowledge and skills required for the care of adults.

Prerequisite: NUR 630, 632, 634, 638.

Open only to clinical specialist students.

682 Primary Care of Children. (4)

Focuses on the application and evaluation of advanced nursing practice knowledge and skills required for the care of children and their families.

Prerequisite: all courses required for adult nurse practitioner program.

Open only to family nurse practitioner students.

684 Primary Care of Women. (3)

Focuses on the application and

evaluation of advanced nursing practice knowledge and skills required for the care of women and their families.

Prerequisite: all courses required for adult nurse practitioner program.

Open only to family nurse practitioner students.

690 Special Studies in Nursing. (1-4)

Group study of topics of special interest in nursing.

A total of 4 hours of credit may be earned.

699 Independent Study. (1-3)

Independent study under the direction of a faculty member. May involve experimental inquiry, independent exploration of literature and resources, or development of special techniques.

Prerequisite: permission of the coordinator of graduate studies in nursing and the department chairperson.

A total of 3 hours of credit may be earned.

PHYSICAL EDUCATION, SPORT, AND EXERCISE SCIENCE

www.bsu.edu/physicaleducation

Health and Physical Education Building 223, (765) 285-8753

Chairperson: Mitchell H. Whaley

Coordinator of Graduate Programs: Valerie Wayda

Coordinator of Sport and Physical Education Graduate Studies in Exercise

Science: Bruce Craig

Graduate Faculty: Buck, Carr, Costill, Craig, Davis, Dugan, Ellery, Gallagher, Hull, Ignico, Kaminsky, King, Kwon, Mahon, Pauline, Pearson, Peterson, Piletic, Schneider, S. Trappe, T. Trappe, Veltri, Wayda, Weidner, Whaley, Woodard, Woods

PROGRAMS

Master of arts (MA) or master of science (MS) in exercise science with specialization in adult fitness/cardiac rehabilitation, biomechanics, and exercise physiology; master of arts (MA) or master of science (MS) in physical

education with specialization in adapted physical education, administration in physical education and sports, coaching, sport management, sport and exercise psychology, teacher education; doctor of philosophy (PhD) in human bioenergetics.

MASTER OF ARTS OR MASTER OF SCIENCE IN EXERCISE SCIENCE**Admission**

Applicants must meet the admission requirements of the Graduate School; have bachelor's degrees from regionally accredited institutions in education, physical education, biology, or other appropriate majors; have grade point averages (GPA) of at least 2.75 on a scale of 4.0; and submit transcripts, three letters of recommendation, resumes, and the exercise science application form. Applicants for the exercise science division must obtain approval from a review board in the area of specialization. A student with a GPA of less than 2.75 on a 4.0 scale must take the Graduate Record Examination (GRE) general test. Students with satisfactory scores on the GRE will be considered for admission to the program. Any deficiencies must be made up through course work taken in addition to degree requirements.

Degree Requirements

Students must complete a minimum of 33 hours of graduate courses including 6 hours of a thesis project (THES 698) for the master of science or 3 hours of a research project (RES 697) for the master of arts degree. Students electing THES 698 must take a final oral examination covering the thesis to be given by the thesis committee. In the exercise physiology and biomechanics specializations, the MS is the only degree option.

Adult Fitness/Cardiac Rehabilitation

PREFIX	NO	SHORT TITLE	CR HRS
EXSCI	603	Ad Physl H P	4
	611	Res Design	3
	622	Found Adu Pf	3
	623	Prin Ex Test	3
	630	Phys Adap Ex	3
	637	Human Dynam	5
	638	Electcard	3

Research requirement

RES	697	Research Ppr (1-3)	
	or		
THES	698	Thesis (1-6)	3-6

3-6 hours from

EXSCI	633	Sem Ex Sci (2-6)	
	634	Mechan Anls (3)	
	639	Sem Cardiac (2)	
	640	Ex Prev Reha (3)	
	698	Fit Cardiac (1-3)	

CPSY	634	Behv Medicin (3)	
EDPSY	641	Statist Meth (3)	
	or		
	642	Interim Stat (3)	
FCSFN	644	Nut Exer Spt (3)	
HSC	683	Epidemiology (3)	
PHYSL	514	Cardiovsclur (3)	3-6

33 hrs

Biomechanics**Core requirements**

EXSCI	611	Res Design	3
	634	Mechan Anls	3
	651	Lab Tech Bio	3
EDPSY	641	Statist Meth	3

3-6 hours from

EXSCI	652	Clinical Bio (3)	
	655	Adv Biomechn (3)	3-6

4-6 hours from

EXSCI	633	Sem Ex Sci (2-6)	4-6
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Research requirement

THES	698	Thesis (1-6)	6
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3-9 hours from electives

EXSCI	603	Ad Physl H P (4)	
	604	Ess Res Trng (3)	
PUMET	111	Statics (3)	
	213	Dynamics (2)	
BIO	548	Biometry (3)	
EDPSY	642	Interim Stat (3)	
CS	699	Read Honor (3)	3-9

33-34 hrs

Sports performance

EXSCI	603	Ad Physl H P	4
	604	Ess Res Trng	3
	634	Mechan Anls	3
PEP	600	Internship (1-3)	3
	609	Sp & Ex Psy	3
	696	Ath Training	3
FCSFN	644	Nut Exer Spt	3

12 hours from one area

THES	698	Thesis (1-6)	6
EXSCI	611	Res Design	3
	Electives		3

RES	697	Research Ppr (1-3)	3
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PEP	601	Res Methods	3
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	Electives		6
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SPTAD	601	Resh Pract	3
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EDSPY	641	Statist Meth	3
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	Electives		6
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12 hrs

34 hrs

Exercise Physiology**Core requirements**

EXSCI	603	Ad Physl H P	4
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	611	Res Design	3
	630	Phys Adap Ex	3
	637	Human Dynam	5
6–10 hours from			
EXSCI	633	Sem Ex Sci (2–6)	
CHEM	563	Prn Biochm 1 (3)	
	564	Prn Biochm 2 (3)	
	or		
	560	Essen Biochm (4)	6–10
Research requirements			
THES	698	Thesis (1–6)	6
3–6 hours from electives			
EXSCI	634	Mechan Anls (3)	
EDPSY	641	Statist Meth (3)	
	or		
	642	Interim Stat (3)	
BIO	557	Molecular (4)	
PHYSL	514	Cardiovsculr (3)	3–6
			33–34 hrs

MASTER OF ARTS OR MASTER OF SCIENCE IN PHYSICAL EDUCATION

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have bachelor's degrees from regionally accredited institutions in education, physical education, biology, or other appropriate majors; have grade point averages (GPA) of at least 2.75 on a scale of 4.0; and submit a statement of purpose, three letters of recommendation, resume, and other supporting documents. A student with a GPA of less than 2.75 on a 4.0 scale must take the Graduate Record Examination (GRE) general test. Students with satisfactory scores on the GRE will be considered for admission to the program. Any deficiencies must be made up through course work taken in addition to degree requirements.

Students must complete a minimum of 33 hours of graduate courses including 6 hours of graduate courses and 6 hours of a thesis project (THES 698) for the master of science or 3 hours of research project (RES 697) for the master of arts degree. Students electing THES 698 must take a final oral examination covering the thesis to be given by the thesis committee.

Prerequisite: students whose undergraduate degrees are not in the area of sport, physical education, or

other closely related areas, must take PEP 620 Seminar in Sport and Physical Education.

Specialization in Adapted Physical Education

PREFIX	NO	SHORT TITLE	CR HRS
EDPSY	641	Statist Meth	3
PEP	601	Res Methods	3
	619	Intro to APE	3
SPCED	600	Except Child	3
9 hours from one option			
<i>Educational option</i>			
PEP	594	Tech PE Disab (3)	
	612	Motor Dvlpt (3)	
	621	Assess in APE (3)	
<i>Noneducational option</i>			
EXSCI	604	Ess Res Trng (3)	
	634	Mechan Anls (3)	
PEP	660	Psy Ex Hlth (3)	9
Research			
RES	697	Research Ppr (1–3)	
	or		
THES	698	Thesis (1–6)	3–6
Electives (approved by program coordinator)			6–9
			33 hrs

Administration in Physical Education and Sports

PREFIX	NO	SHORT TITLE	CR HRS
Choose one option:			
<i>Public school option, 33 hours</i>			
Core requirements			
PEP	601	Res Methods	3
	613	Phys Fit Sem	3
	676	Sp Admin	3
	692	Sp Superv	3
SPTAD	603	Ethics Phil	3
	615	Sport Law	3
Professional requirements			
3 hours from Category I			
PEP	594	Tech P E Disab (3)	
	616	Motor Behavr (3)	
	695	Tch Methodol (3)	3
3 hours from Category II			
EDSEC	534	Class Mgt (3)	
EDTEC	550	Curric Tech (3)	
	or		
any other Category II courses			3
3 hours from Category III			
EDMUL	660	Mlti Clt Eth (3)	
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	or		
any other Category III or I courses			3

Research requirement			
RES	697	Research Ppr (1-3)	
	or		
THES	698	Thesis (1-6)	3-6
Directed electives			
PEP	602	Tech App SPE (3)	
	609	Sp & Ex Psy (3)	
	628	Compar Intsp (3)	
	630	Eval P E (3)	
	644	Psy Soc SPA (3)	
	685	P E Curr (3)	
	690	Sp Sociology (3)	
	696	Ath Training (3)	
EDAD	640	Public Rel (3)	
	686	School Law (3)	
	688	Sch Bldg Grs (3)	
EDFON	631	Philosophy Ed (3)	
PR	660	Pr Theories (3)	
	664	Pr Eval Tech (3)	0-3
			33 hrs

Higher education option, 33 hours

Core requirements			
PEP	676	SP Admin	3
	692	SP Superv	3
SPTAD	603	Ethics Phil	3
	615	Sport Law	3

Option 1

PEP	600	Internship (3)	
	601	Res Methods (3)	
RES	697	Research Ppr (1-3)	
	or		
THES	698	Thesis (1-6)	
	or		

Option 2

SPTAD	601	Resh Pract (3)	
	669	Paid Intern (9)	
	or		
	698	Intern SPTAD (9)	9-12

Directed electives

PEP	602	Tech App SPE (3)	
	609	Sp & Ex Psy (3)	
	613	Phys Fit Sem (3)	
	628	Compar Intsp (3)	
	644	Psy Soc SPA (3)	
	690	Sp Sociology (3)	
EDAD	600	Intro Ed Led (3)	
	630	Humn Resourc (3)	
	640	Public Rel (3)	
	686	School Law (3)	
	687	Legal Aspect (3)	
	688	Sch Bldg Grs (3)	
	698	Semnr Theory (3)	
EDFON	631	Philosophy Ed (3)	
EDHI	602	Amer Col Stu (3)	
	610	Isu High Ed (3)	
	613	Adm Fin H Ed (3)	
EDMUL	660	Multi Clt Eth (3)	
EXSCI	634	Mechan Anls (3)	

PR	660	Pr Theories (3)	
	664	Pr Eval Tech (3)	9-12
			33 hrs

Coaching, 36 hours

PEP	601	Res Methods	3
SPTAD	604	Phy Prep Con	3
	610	Psych Coach	3
	612	Grw Dev	3
	618	Skill Tact	3
	632	Phil Ethic	3
	670	Sp Saf Inj	3
	675	Teach Motiv	3
	688	Cur Is Co Re	3
	692	Org Admin	3
PEP	600	Internship (1-3)	3
RES	697	Research Ppr (1-3)	3
			36 hrs

Sport Management, 33-36 hours

(Not open to undergraduate majors in business)

Core requirements

PEP	676	Sp Admin	3
	692	Sp Superv	3
SPTAD	603	Ethics Phil	3
	615	Sport Law	3

Choose one option

Option 1

PEP	600	Internship (1-3)	
	601	Res Methods (3)	
RES	697	Research Ppr (3)	
	or		
THES	698	Thesis (1-6)	9-12

Option 2

SPTAD	601	Resh Pract (3)	
	669	Paid Intern (9)	
	or		
	698	Intern Sptad (9)	9-12

Business minor

12 or more hours from

ACC	501	Fin Acct (3)	
ECON	509	Survey Econ (3)	
FIN	500	Corporation (3)	
MGT	500	Mng Org Beh (3)	
MKG	505	Survey Mrktg (3)	12
			33-36 hrs

Requirements for graduation (sport and exercise psychology)

- Students must have a minimum of 6 hours of prerequisites in physical education and psychology.
- Students must have basic computer skills; if a student lacks these skills, then the student must take PEP 602 Technology Applications in Sport and Physical Education.

- Students must be a member of one of the professional associations such as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); Association for the Advancement of Applied Sport Psychology (AAASP); or an advisor-approved sport psychology-related organization (e.g., American College of Sports Medicine).
- Students must attend a sport psychology-related conference while registered as a student in the sport and exercise psychology specialization.

Sport and Exercise Psychology, 33 hours

Core requirements

PEP	577	Psy Inj Rhb	3
	601	Res Methods	3
	609	Sp & Ex Psy	3
	644	Psy Soc SPA	3
	660	Psy Ex Hlth	3
	690	Sp Sociology	3
EDPSY	641	Statist Meth	3
Research requirement			
RES	697	Research Ppr (1-3)	
		or	
THES	698	Thesis (1-6)	3-6
Directed electives			6-9
			33 hrs

Teacher Education, 33-34 hours

Core requirements

PEP	601	Res Methods	3
	612	Motor Dvlpt	3
	613	Phys Fit Sem	3
	630	Eval P E	3
	685	P E Curr	3

Professional requirements

3 hours from

PEP	594	Tech PE Disab (3)	
	616	Motor Behavr (3)	
	695	Tch Methodol (3)	3

3 hours from Category 2 courses (General Methods) 3

3 hours from Category 3 courses (General, Professional, or Special Methods) 3

Research requirement

RES	697	Research Ppr (1-3)	
		or	
THES	698	Thesis (1-6)	3-6

3-7 hours from directed electives

EXSCI	603	Ad Physl H P (4)	
	634	Mechan Anls (3)	
PEP	602	Tech App SPE (3)	
	608	Motor Learn (3)	
	609	Sp & Ex Psy (3)	

	628	Compar Intsp (3)	
	635	Super St P E (3)	
	690	Sp Sociology (3)	
	696	Ath Training (3)	
EDPSY	641	Statist Meth (3)	3-7
			33-34 hrs

DOCTOR OF PHILOSOPHY IN HUMAN BIOENERGETICS

The doctor of philosophy degree in human bioenergetics is designed to prepare students for research careers in exercise science. The doctoral degree will require approximately three years to complete and will give students the competencies necessary to deal with biochemical and physiological problems in exercise physiology. It is conducted in cooperation with the Department of Biology.

Admission

Applicants must meet the admission requirements of the Graduate School; have a master's degree from an accredited institution in physical education, biology, or other appropriate majors; have a grade point average (GPA) of 3.2 on a scale of 4.0; complete the Graduate Record Examination (GRE); submit three letters of recommendation; demonstrate interest and ability to conduct independent research; and obtain the approval of the Human Performance Laboratory selection committee.

Degree Requirements

Students must complete a minimum of 90 hours of graduate work including the dissertation and master's degree hours. In addition to the core requirement, one 24-hour cognate or two 15-hour cognates in such related fields as biology, physiology, and chemistry are required. Students must complete the dissertation (DISS 799) for 10 hours on research problems that will contribute new knowledge to the field. Candidates will take final oral examinations given by their PhD committees when the dissertation is completed.

PREFIX	NO	SHORT TITLE	CR HRS
Core requirements			
EXSCI	603	Ad Physl H P	4
	630	Phys Adap Ex	3
	637	Human Dynam	5
Cognate(s)			24-30
Dissertation			10

Electives	8–13
Master's degree hours (maximum allowed)	30

90 hrs

Students with two 15-hour cognates will complete 10 elective hours; students with one cognate (24 hours) will complete 15 elective hours.

PHYSICAL EDUCATION: PROFESSIONAL (PEP)

560 Development of Exercise Program for the Older Adult. (3) Characteristics of the older adult and the implications of the aging process for exercise potential. Students will plan, implement, and evaluate a program of activity based upon the special needs of the older adult.

Not open to students who have credit in EXSCI 312.

577 Psychology of Injury Rehabilitation. (3) Designed to introduce the psychological impact of injury and related factors involved in the rehabilitation process. Includes the sociocultural, mental, emotional, and physical behaviors of athletes and others involved in injury rehabilitation.

Prerequisite: successful completion of PEP 609 or 373.

Not open to students who have credit in PEP 477.

594 Teaching Physical Education to People with Disabilities. (3) Understanding of the various physical (orthopedic, muscular-skeletal, cardiovascular, and postural) defects and sensory (hearing and sight) disorders in relation to physical education programming and activities.

595 Medical Aspects of Sport and Physical Activity. (3) A collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity.

Prerequisite: PEP 370, 371, 372, 373; permission of the instructor.

Open only to athletic training and nursing majors.

600 Internship in Sport and Physical Education. (1–3) An in-depth practical experience in the application of knowledge and skills related to one of the specialization areas within sport and physical education.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

601 Research Methods in Sport and Physical Education. (3) Focuses on research methods employed in sport and physical education. Emphasis placed on selecting a research topic, five-chapter writing format, and presentation of proposal.

602 Technology Applications in Sport and Physical Education. (3) An introduction to technology and its application in sport and physical education. Emphasis placed on cutting edge hardware and software available to the practitioner.

608 Motor Learning. (3) A study of the relationship between principles of psychology and the learning of motor activities. Classroom and laboratory experience.

609 Introduction to Sport and Exercise Psychology. (3) Introduces the field of sport and exercise psychology, emphasizing the role of psychological phenomena in behavior in sport and physical activity settings and how participation in sport and physical activity influences the psychological characteristics of the individual.

612 Motor Development. (3) Lifespan human motor development emphasizing major theoretical viewpoints, research methodology, and conditions affecting motor development including physical growth, physiological change, perceptual change, cognitive change, sociocultural practices, and intervention.

613 Physical Fitness Seminar. (3) The role of physical fitness in society today with emphasis on scientific principles and methods for developing physical fitness. Promotion and future directions of physical fitness programs.

616 Developing Motor Behavior: Theory and Practice. (3) Focus on the theory and practice of movement skill learning with emphasis on Laban's movement analysis framework, stages of learning, teaching styles, and application of research findings to the instructional setting.

619 Introduction to Adapted Physical Education. (3) Designed to expand graduate students' knowledge in the

area of adapted physical education activity. Framed around the national standards or APENS, and prepares students to take the national certification exam.

620 Physical Education Workshop. (1–8) Workshop offerings: physical education and sports, athletic training, officiating and judging, athletic administration, and specialized coaching.

A total of 8 hours of credit may be earned.

621 Assessment in Adapted Physical Education. (3) Students will review how to establish appropriate program placement in the least restrictive environment (LRE) for students with disabilities in physical education. Students will administer, interpret, plan, and develop appropriate programming using their assessment data. Students will develop a top-down plan based on their assessment results.

628 Comparative Physical Education and Sport. (3) A comparative analysis of physical education and sports of world regions—aims, objectives, and programs; the involvement of national governments in sports and physical education of selected countries.

630 Evaluation in Physical Education. (3) Designed to acquaint learners with various types of performance-based assessments and show how they can be integrated into the curriculum to enhance student learning.

635 Supervision of Student Teaching in Physical Education. (3) A study of various models of supervision utilizing several systematic observation data collection systems to develop skills for supervision in physical education.

644 Psycho-Social Processes of Sport and Physical Activity. (3) Focuses on dynamic nature and function of sport teams and physical activity groups. Topics include group structure, norms, and roles; motivation and climate; and group/team identity, cohesion, and leadership. Introduces concepts, principles, theories, and practical applications.

660 Psychology of Exercise and Health. (3) Provides an overview of psychological and social issues related to exercise and health behavior. Emphasizes understanding concepts, principles, and theories, and their

application in the practice of promoting and supporting regular exercise participation and positive health behaviors.

676 Sport Administration. (3) Administrative theory and guidelines for the operation of sports programs at the interscholastic and intercollegiate levels. An overview of changing emphasis in the operation of sports programs, administrative theory as the framework for decision making, a look at athletics in current societal thought, and consideration of sound practices in the various areas of athletic administration.

685 Curriculum Development in Physical Education. (3) Curriculum development in physical education focusing on current theories and models including conditions affecting the curriculum, proper scope and sequence, scheduling, implementation and change theories, and curriculum evaluation techniques.

690 Sport Sociology. (3) An insight into America's heritage of sports and physical education and how this and various cultural and social institutions influence contemporary sports in the United States.

692 Sport Supervision. (3) Development of supervision policies and procedures for use with coaches and other athletic personnel.

695 Current Teaching Methodology in Physical Education. (3) The sequential experiences of public school children, special problems encountered, and methods for improving the effectiveness of teaching physical education.

696 Advanced Techniques in Athletic Training. (3) Study in the administration of and techniques involved in athletic training practice.

699 Independent Study. (1–3) Designed for students who wish to conduct independent study in physical education.

Prerequisite: permission of the director of physical education graduate studies through formal petition.

A total of 3 hours of credit may be earned.

EXERCISE SCIENCE (EXSCI)

603 Advanced Physiology of Human Performance. (4) Advanced study of physiological principles relative to

muscular activity. The Human Performance Laboratory will be used in the study of physiological responses during controlled exercise.

Prerequisite: permission of the program director.

Open only to exercise science majors.

604 Essentials of Resistance Training and Conditioning. (3) Designed to give the scientific basis of resistance training and conditioning and the ability to apply that knowledge with specific training techniques.

Prerequisite: permission of the director.

611 Research Design and Data Analysis for the Exercise Science. (3) Focuses on research methods used in exercise science. Emphasizes selecting a research topic, writing and presenting a research proposal, and using appropriate statistical methods.

Open only to exercise science majors.

622 Foundations of Adult Physical Fitness. (3) Introduction to the exercise specialist curriculum. Provides the foundation for acquiring the philosophy, principles, and guidelines for establishing and directing adult fitness programs.

Prerequisite: permission of the program director.

Open only to exercise science majors.

623 Principles of Exercise Testing and Interpretation. (3) Involves the study of the theoretical bases for exercise testing and the practical procedures used in pre-exercise screening and exercise testing. Students will learn how to interpret information from pre-exercise screening and apply this to the selection of appropriate exercise test protocols. Interpretation of results from various exercise test protocols will be emphasized using a case-study approach.

Prerequisite: permission of the program director.

Open only to exercise science majors.

630 Physiological Adaptations to Exercise and Environmental Stress. (3) Examines the physiological adaptations resulting from aerobic and anaerobic exercise training as well as from environmental stress.

Prerequisite: permission of the graduate coordinator.

Open only to exercise science majors.

633 Seminar in Exercise Science. (2) In-depth study of a selected physiological

parameter in relation to exercise and the environment. Specific topics include respiratory physiology, fluid-electrolyte balance, muscle physiology, environment, and exercise: one topic per semester.

Prerequisite: permission of the program director.

A total of 6 hours of credit may be earned, but no more than 2 in any one semester or term.

Open only to exercise science majors.

634 Mechanical Analysis of Motor Skills. (3) Applications of the principles of mechanics to the analysis of motor skills; study of methods of execution of various athletic and sporting skills.

Prerequisite: permission of the program director.

Open only to exercise science majors.

637 Human Physical Dynamics. (5) A concise summary of physiology as applied to human bioenergetics using an organ-system approach. Laboratory sessions in the Human Performance Laboratory will demonstrate general principles of physiology, instrumentation techniques, and interpretation of experimental data.

Prerequisite: permission of the program director.

Open only to exercise science majors.

638 Electrocardiography. (3) A concise summary of cardiac electrophysiology. Identification of normal and abnormal resting and exercise electrocardiograms (ECG). Effects of various cardiac medications on resting and exercise ECG will be discussed.

Prerequisite: permission of the program director.

Open only to exercise science majors.

639 Seminar in Cardiac Rehabilitation. (2) Study of the characteristics of a three-phase cardiac rehabilitation program. Includes the various diagnostic tests and the exercise prescription, administration, financial management, and multidisciplinary components of a cardiac rehabilitation program. Review of current cardiac rehabilitation literature and programs.

Prerequisite: EXSCI 622, 623, 638; permission of the program director.

Open only to exercise science majors.

640 Exercise in Prevention and Rehabilitation of Chronic Diseases. (3) Covers the role of regular aerobic exercise and/or resistance training in the

prevention and rehabilitation of various chronic diseases through discussions of disease etiology and review of available exercise training literature.

Prerequisite: permission of the program director.

Open only to exercise science majors.

651 Laboratory Techniques in Biomechanics. (3) Theoretical and practical applications of data recording methods commonly used in biomechanical analysis.

Prerequisite: permission of the program director.

Open only to exercise science majors.

652 Clinical Biomechanics. (3) Biomechanical concepts related to disorders of the skeletal system.

Prerequisite: permission of the program director.

Open only to exercise science majors.

655 Advanced Biomechanics. (3) Biomechanical analyses emphasizing research techniques and procedures.

Prerequisite: EXSCI 634; permission of the program director.

Open only to exercise science majors.

698 Internship in Fitness and Cardiac Rehabilitation. (1–3) Gives credit for work in adult fitness or cardiac rehabilitation.

Prerequisite: permission of the program director.

A total of 3 hours of credit may be earned.

SPORT ADMINISTRATION (SPTAD)

601 Research for the Sport Practitioner. (3) Examination of research related to sport studies. Emphasis placed on the critical evaluation of research and its applicability to practice.

603 Seminar in Ethics and Philosophy in Sport Administration. (3) The ethical and philosophical concepts that determine the direction and reputation of amateur and professional sport programs. Major current issues and problems in sports will be studied.

Prerequisite: permission of the sport studies program director.

604 Physical Preparation and Conditioning. (3) Study of the response of physiological systems to training and conditioning, design training and conditioning programs, the effects of nutrition on health and performance, and the use and abuse of drugs in athletes.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

605 Organization and Administration of Recreation Programs. (3) Study of the general functions and overall operations of recreational programs, services, and facilities.

606 Aquatic Facility Management. (3) An investigation of elements involved in managing an aquatic facility. Topics discussed include management strategies, budgeting, programming, staffing, safety, and professional development.

607 Aquatic Programming. (3) A study of aquatic special events and daily programs. Includes discussion of staff budgeting, safety, marketing, registration, and organization of events.

610 Psychology of Coaching. (3) Study of the social psychological forces that have profound effects on the interactions of coach and athlete.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

612 Growth and Development for Coaches. (3) Study of the physical, social, and emotional development of athletes from youth through adulthood, providing experiences appropriate to the development period.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

615 Sport Law. (3) The study of legal issues related to all aspects of amateur sports and the professional sports industry.

618 Skills and Tactics for Coaches. (3) Study of competitive tactics and strategies, scouting, practice planning, and some analysis in athletics.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

625 Evaluation in Coaching. (3) Includes development of athlete, team, athletic personnel, and program evaluation procedures.

632 Philosophy and Ethics. (3) The study of methods to reinforce and advocate for positive opportunities

resulting from sport involvement, values developed through sport involvement, ethical conduct, and how to facilitate social and emotional growth of athletes.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

669 Paid Internship in Sport

Administration. (9) A paid work and learning field assignment with an appropriate sport organization or agency.

Prerequisite: permission of the coordinator of graduate studies in sport and physical education; completion of 12 core credits and 6 directed elective credits.

670 Sport Safety and Injury Prevention.

(3) Includes methods for recognizing and ensuring safe playing conditions; role of protective equipment and proper conditioning procedures for injury prevention; management of injuries.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

675 Teaching and Motivation for

Coaches. (3) The study of the use of effective teaching methods to introduce and refine sport principles and technical skills and to appropriately and effectively motivate athletes.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

688 Current Issues in Coaching

Research. (3) In-depth study of emerging research in coaching athletic teams. Special emphasis on collecting, analyzing, and applying research from related disciplines for application to future research on coaching.

Prerequisite: PEP 601.

Open only to students in coaching specialization.

692 Organization and Administration for Coaches. (3)

Studies the development of objective and effective procedures for the evaluation and selection of personnel involved in athletic programs and for program reviews, facilitation of appropriate emergency care procedures, legal responsibilities associated with coaching, and organization required for implementing sport programs.

Prerequisite: permission of the sport studies program director.

Open only to students in coaching specialization.

698 Internship in Sport Administration.

(9) A field assignment with an appropriate sport administration organization or agency.

Prerequisite: permission of the coordinator of graduate studies in sport and physical education; completion of 18 credits in the program.

FISHER INSTITUTE FOR WELLNESS AND GERONTOLOGY

www.bsu.edu/wellness

Health and Physical Activities Building, PL 225, (765) 285-8259

Director: David Gobble

Coordinator for Academic Studies: David Gobble

Program Director for Wellness Management: David Gobble

Program Director for Gerontology: Kathleen Segrist

Graduate Faculty: Gobble, Haber, Schoonaert, Segrist

The Fisher Institute for Wellness and Gerontology sponsors two distinct but related programs in Wellness Management and Applied Gerontology. Each program has academic, research, and service components. Academic programs include master's degrees in wellness management and a master's degree, an undergraduate minor, and certificate programs in applied gerontology. Services include wellness residence halls, faculty and staff health assessment and screening, and campus and community health screening and educational programs. One such community educational program is the annual Kirkpatrick Memorial Conference on Aging. Graduate students assist in the provision of all services offered through the institute.

The research mission of the institute is to assist corporations, community agencies, and health care facilities in designing, implementing, and evaluating programs dedicated to lifespan wellness. Major research topics of the institute include development and investigation of a multidimensional systems model for lifespan wellness and the application of the Ball State Model for Wellness in assessment of individuals, worksite programs, health care facilities, and community organizations. Research interests also include effective techniques for reducing health care costs, motivating people to practice wellness-related activities, and the effects of health behaviors on longevity, morbidity, and mortality.

In general, the institute is concerned with the processes of maintaining well being for people, organizations, communities, and societies. Both faculty and student research are related to this broad focus on keeping people well and developing techniques for achieving higher levels of functioning across the lifespan.

Students receiving degrees in wellness management and/or applied gerontology will enter a rapidly expanding job market for wellness and gerontology professionals. Typical work settings include corporations, hospitals, YMCAs, entrepreneurial businesses, health care facilities, governmental agencies, and educational institutions. Graduates will be challenged to solve the difficult problems of meeting the wellness needs of people and organizations in an aging society. The challenges and opportunities are limited only by the energy, talent, and imagination of each graduate.

PROGRAMS

Master of arts (MA) and master of science (MS) in wellness management; master of arts in applied gerontology

MASTER OF ARTS IN APPLIED GERONTOLOGY

Admission

Applicants must meet the admission requirements of the Graduate School. A

grade point average of 3.0 on a scale of 4.0, a combined score of 900 on the verbal and quantitative sections of the Graduate Record Examination (GRE), and/or approval of the program director for gerontology are required for acceptance into the program.

Degree Requirements

The minimum requirement for the degree is 30 hours, including a core of

gerontology courses, a research experience, and electives in related areas.

PREFIX	NO	SHORT TITLE	CR	HRS
15 hours from				
CPSY	676	Cn Oldr Adlt	3	
EDAC	540	Ed Gerontoly	3	
GERON	699	Intern Geron (1-6)	3	
HSC	569	Health Aging	3	
SOC	531	Gerontology	3	
3-6 hours from				
CPSY	653	Res Cpy Guid (3)		
WELNS	670	Well Res Dgn (3)		
RES	697	Research Ppr (3)		
THES	698	Thesis (6)	3-6	
9-12 hours from				
Electives from related areas			9-12	
				30 hrs

The course work for the degree in applied gerontology may be completed in one year or it may be combined with another degree program in order to obtain a double major. For example, a student in an MA program in adult education, biology, counseling, physical education, wellness management, etc. may take the core course requirement in gerontology and then apply related electives and internship experience to a degree in applied gerontology.

The master's degree in applied gerontology is an interdisciplinary degree that provides the student with a broad-based overview of aging, as well as more focused training in a selected area of study. Faculty from wellness, health sciences, educational psychology, sociology, counseling, physical education, nutrition, nursing, and other disciplines teach a variety of courses on special issues in aging and in serving an older population.

Educational programs are focused on three levels: exposure to information about processes of aging and the needs of an aging society for a wide variety of students and the general public; proficiency training of professionals and other service providers who are involved with serving older adults; and the development of expertise for professionals who are planning to specialize in geriatric services.

Research programs center on two aspects of gerontology: interdisciplinary studies of the processes of aging and applied research regarding the delivery of services and program evaluation.

The faculty provide consultation, training, and other resources for agencies serving an older clientele and for community groups of older adults.

In addition to the MA degree in applied gerontology, several other options are available for the study of gerontology, including an undergraduate minor, a graduate minor, an undergraduate certificate, and a graduate certificate. A curriculum advisor is available to discuss these options with any interested student.

MASTER OF SCIENCE AND MASTER OF ARTS IN WELLNESS MANAGEMENT

Admission

Applicants must meet the admission requirements of the Graduate School and have grade point averages (GPA) of 3.0 on a 4.0 scale, Graduate Record Examination (GRE) scores of at least 1000 (quantitative and verbal), and the approval of the director of the Fisher Institute for Wellness and Gerontology. Students who do not meet these standards may be admitted on probation at the discretion of the director. Students will be removed from academic probation upon successful completion (GPA of 3.0 or higher) of 9 semester hours of approved course work. As a prerequisite for entry into the program, all students without undergraduate course work in allied health will be required to complete up to three basic undergraduate courses in health-related disciplines. All students will be required to participate in selected university and community wellness activities as part of the wellness management major.

Students who have not completed an undergraduate major or minor in business and an undergraduate major or minor in a health-related discipline will be required to complete graduate course work in these areas in addition to the core course work. Students without an undergraduate major or minor in business are expected to complete the minor in General Foundations of Business for wellness majors.

Students without an undergraduate major or minor in an approved allied health field will be required to complete at least 9-12 hours in an approved graduate minor or specialization. Typical areas of specialization include but are not limited to applied

gerontology, adult education, community education, health science, pre-counseling psychology, exercise leadership, and family and consumer sciences (nutrition).

Degree Requirements

MASTER OF ARTS IN WELLNESS MANAGEMENT

The minimum requirement for the degree is 36–37 semester hours for students who have undergraduate majors or minors in business and majors or minors in an allied health discipline. The maximum requirement is 63 semester hours of graduate course work for students with no supporting undergraduate major or minor in business or allied health. All students complete the wellness core.

PREFIX	NO	SHORT TITLE	CR HRS
Core courses			
WELNS	650	Foundations	3
	655	Applications	3
	660	Issues	3
	665	Technology	3
	670	Well Res Dgn	3
	698	Intern Well	6
RES	697	Research Ppr (3)	
	or		
HSC	687	Qtn Meth HSC (3)	
	or		
EDPSY	641	Statist Meth (3)	3
Directed elective courses			
FCSFN	540	Human Nut (3)	
	or		
	644	Nut Exer Spt (3)	
GERON	605	Aging Well (3)	
HSC	683	Epidemiology (3)	
	or		
	687	Qtn Meth HSC (3)	
	686	Prg Pln Eval (4)	
PEP	613	Phys Fit Sem (3)	
CPSY	634	Behv Medicin (3)	
WELNS	675	Alt Comp The (3)	12–13
			36–37 hrs

MASTER OF SCIENCE IN WELLNESS MANAGEMENT

The minimum requirement for the degree is 39–40 semester hours for students who have undergraduate majors or minors in business and majors or minors in an allied health discipline. The maximum requirement is 63 semester hours of graduate course work for students with no supporting undergraduate major or minor in business and allied health. All students complete the wellness core.

PREFIX	NO	SHORT TITLE	CR HRS
Core courses			
WELNS	650	Foundations	3
	655	Applications	3
	660	Issues	3
	665	Technology	3
	670	Well Res Dgn	3
	698	Intern Well	6
THES	698	Thesis (1–6)	6
Directed elective courses			
FCSFN	540	Human Nut (3)	
	or		
	644	Nut Exer Spt (3)	
GERON	605	Aging Well (3)	
HSC	683	Epidemiology (3)	
	or		
	687	Qtn Meth HSC (3)	
	686	Prg Pln Eval (4)	
PEP	613	Phys Fit Sem (3)	
CPSY	634	Behv Medicin (3)	
WELNS	675	Alt Comp The (3)	12–13

39–40 hrs

The master's degree in wellness management is an interdisciplinary degree that coordinates the university's strong resources to give students comprehensive training in wellness. Faculty from physical education, food and nutrition, psychological sciences, health science, and the College of Business combine knowledge and skills in a well-rounded and challenging curriculum.

MINOR IN GENERAL FOUNDATIONS OF BUSINESS

For wellness majors only. Students must have an approved program of study on file in the Miller College of Business.

PREFIX	NO	SHORT TITLE	CR HRS
ACC	501	Fin Acct	3
ECON	509	Survey Econ (3)	
	or		
	547	Health Econ (3)	3
MBA	601	Leadership	3
MGT	500	Mng Org Beh	3
MKG	505	Survey Mrktg	3
			15 hrs

Students who have credit in any equivalent undergraduate course may substitute the following:

BL	560	Survey B L	3
MGT	640	Entrepreneur	3
	661	Hman Res Mgt	3
FIN	500	Corporation	3

All substitutions will be approved by the Miller College of Business.

GERONTOLOGY (GERON)

515 Technology in Aging. (3) Explores the impact of assistive and other technologies on the lives of aging adults. Identification of technologies, utilization by and for aging adults, and implications for service delivery will be explored.

Not open to students who have credit in GERON 415.

535 Aging in Communities. (3) Focus on community aging as it applies to all the dimensions of life: biological, physiological, sociological, psychological, political, occupational, economical, educational, familia, and societal.

Not open to students who have credit in GERON 435.

540 Women and Aging. (3) Typical lifespan occurrences that largely impact women such as elder caregiving, familial systems maintenance, widowhood, health changes, and economic issues will be explored. Historical and theoretical perspectives; introduction to health, psychological and living issues; introduction to racial and ethnic diversity; and social relationships will also be covered.

Not open to students who have credit in GERON 440.

592 Workshop in Applied Gerontology. (1–10) Preservice or inservice education in selected topics in applied gerontology using a workshop format of concentrated study, presentations, demonstrations, and practice. Specific content will depend upon the problem or special interest with which the workshop is concerned. Learners are encouraged to work out a program of personal study with help from other workshop participants and resource persons.

Prerequisite: permission of the director. Credit may be applied to a major or minor in applied gerontology only with permission of the program director for gerontology.

A total of 10 hours of credit may be earned in this course or in combination with GERON 392.

598 Topical Seminar in Applied Gerontology. (3–6) Individual and group investigation of topics, problems, or issues in applied gerontology with discussion by all seminar participants under the guidance of the instructor.

Credit may be applied to a major or minor in applied gerontology only with permission of the program director for gerontology.

A total of 8 hours of credit may be earned in this course or in combination with GERON 398.

605 Aging Well: A Systems Approach.

(3) An application of the Fisher Institute Wellness Model to the processes of aging well. Seven dimensions of wellness will be examined, highlighting the potential for successful aging. Emphasizes mid-life to late-life challenges and how the principles of systems theory deepen understanding of wellness and aging.

610 Public Policy and Aging. (3)

Emphasis on the governmental infrastructure that facilitates the development and implementation of policy that impacts aging Americans and the public and private response to policy initiatives.

Prerequisite: permission of the program director.

615 Wellness and Aging: Practical Applications for Health Professionals.

(3) Evidenced-based wellness and aging content for health professionals. Experience leading intergenerational discussions and conducting health contracts with older adults.

620 Guided Life Review. (3) Learn the skill of helping older adults produce written components of a life review. These components include family of origin, marriage, children, grandchildren, work career, major historical events, retirement, health, meaning and purpose, aging and death, and major turning points.

625 Changing Health/Wellness Behaviors. (3)

Focus on helping adult clients increase exercise, improve nutrition, stop smoking, and manage stress using the instructor's field-tested health contract/calendar technique. Also includes theory, assessment, support groups, cultural competency, health materials, and proposal writing. Special emphasis on older adults.

630 Health, Wellness, and Aging. (3)

An overview of the aging process and old age with specific emphasis on health. The range of topics includes exercise, nutrition, clinical preventive services, health behavior, mental health, professional-client communication,

model programs, diversity, and public policy.

635 Aging Well: Adaptations in Later Life. (3) Examination of the adaptations of the last half of the life span (i.e. ages 50-100+). Content includes the various theories of aging, multidimensional perspectives on changes in health and well-being, and strategies for coping with the change. Emphases are placed on developmental process, adaptations, and mental/emotional changes as people age.

Prerequisite: GERON 605.

699 Internship in Gerontology. (1-6) Experience in one or more of the agencies, institutions, or programs now providing gerontological services or otherwise related to gerontology. Carried out under the joint supervision of the program director and a practitioner representing the agency, institution, or program. A student chooses the setting with guidance from a faculty sponsor and approval of the practitioner.

Prerequisite: permission of the program director.

A total of 6 hours of credit may be earned.

WELLNESS (WELNS)

605 Wellness Management

Administration. (3) Improving the efficiency of administrative tasks and communication practices can greatly impact wellness management practice. This class focuses on computer skills and technologies important for wellness program administration, including developing budgets, communicating effectively, and writing and administering grants and contracts.

625 Community Collaboration and Service Learning in Wellness Management. (3) During this course, students assist in the administrative functions of community-based, professionally led wellness management projects.

630 Wellness Programming for Health and Productivity Management. (3) Examination of Health and Productivity Management (HPM) as a wellness program approach in the workplace. Techniques for delivery and management of HPM programs and cost effectiveness of interventions will be examined.

635 Wellness Coaching. (3) This course introduces theory, skills, and techniques related to guiding groups and individuals through meaningful lifestyle changes by emphasizing motivational strategies and behavioral and holistic practices. Features include lifestyle assessments, in-depth wellness and lifestyle change models, basic interviewing and referral skills, and contact with leaders in the wellness field.

640 Survey of Wellness Policy, Advocacy, and Ethics. (3)

Understanding political and ethical issues impacting well-being plays a role in the success of both individual and system-level changes that lead to more holistic, health promoting lifestyles. This class introduces wellness program managers and other health professionals to important issues that need to be considered during decision-making processes.

645 Social Marketing in Wellness Management Practice. (3)

Social marketing is the use of marketing principles and a customer-driven approach when developing health behavior change strategies. This class focuses on helping wellness managers and other health professionals "think like a marketer" as they design, implement, and evaluate wellness-related programs.

650 Foundations of Wellness. (3) First-year introduction to a wide variety of concepts and foundational thinking associated with the notion of wellness. Encourages integrative thinking about the meaning and application of wellness in life and in relation to careers as managers in the wellness environment.

655 Practical Applications for Worksites Wellness. (3) Focuses on applying research, knowledge, and skills to manage the wellness process.

660 Critical Issues in Worksites Wellness. (3) An exploration of critical wellness management issues covering organizational, programmatic, and emerging events affecting wellness and health promotion at the work site.

665 Technology and Media for Wellness Managers. (3) Provides wellness professionals with the basic skills to initiate, maintain, and expand technology and media into daily business. Emphasizes obtaining

resources, information, skills, and strategies through practical application.

670 Interdisciplinary Wellness

Research Design. (3) An introduction to basic research design and its application to wellness programs. Emphasizes the interdisciplinary nature of research from wellness-related disciplines and focuses on creating research hypotheses, design, data collection, and analysis.

675 Alternative and Complementary

Therapies. (3) A graduate seminar focusing on a cultural, philosophical, and intellectual analysis of a selective number of alternative, complementary “medical” delivery systems including their history. Key concepts, methods of delivery, effectiveness, and supportive research data will be reviewed emphasizing their potential for supporting wellness.

680 Evaluating Health and Wellness

Initiatives. (3) Provides an introduction to logic-model driven program evaluation. The knowledge and skills developed will help participants systematically examine health and wellness initiatives, design data collection methods, analyze information

gathered, and generate reports that can be used to improve program services and assess program outcomes.

697 Special Studies in Wellness. (1–3)

Problems of special interest in wellness. Work under the direction of a staff member. May include one or more of the following: experimental work, attendance in special classes, wide reading, and development of special techniques or skills in wellness management.

Prerequisite: permission of the academic coordinator or the director of the institute.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

698 Internship in Wellness

Management. (6) Full-time experience in an approved wellness program. Management experience will be offered at the work site under the joint supervision of a university faculty member and a wellness director responsible for program management.

Prerequisite: completion of the wellness management core requirement.

COLLEGE OF ARCHITECTURE AND PLANNING

www.bsu.edu/cap

Architecture Building 104, (765) 285-5861

Dean of the College: Joseph J. Bilello

Associate Dean: Michel Mounayar

The College of Architecture and Planning, established by the Indiana Legislature in 1965, is dedicated to the development of professional competency in the functional, aesthetic, and humane design of the physical environment. The primary mission of the college is to offer undergraduate and graduate education programs of high quality in architecture, landscape architecture, and planning and such related subjects as historic preservation and urban design. The college also stresses scholarly and creative activity and public service, including educational service to university students, professionals, and the general public.

The college enrolls approximately 500 students and has more than 45 faculty and professional staff members. Because members of the college faculty have a wide variety of educational and experiential backgrounds and expertise, they approach their work in different ways. The curricula stress dedication, initiative, and a strong commitment to creativity, technical skill, and social and professional responsibility.

The programs are supported by extensive resources. The architecture library contains more than 27,000 volumes. A collection of 60,000 slides is available for use by students as well as faculty members. The Drawings and Documents Archive maintains architectural, planning, and landscape architectural drawings and other materials documenting significant historic sites and structures in Indiana. Each graduate student is assigned individual work space in a studio or graduate office. Additional facilities in the college include wood and metal shops, photography labs, computer labs, and a mobile lab to support off-campus studies.

COLLEGE OF ARCHITECTURE AND PLANNING (CAP)

500 Community-Based Projects

Workshops. (1–3) Independent study in urban design, planning, landscape architecture, and architecture, offered in conjunction with the college's Community-Based Projects Program. A multidisciplinary approach to problem solving in collaboration with faculty and professional consultants.

Prerequisite: permission of Community-Based Projects coordinator.
A total of 3 hours of credit may be earned.

505 Context for Design and Planning.

(2) An intensive immersion introducing principles and introductory skills necessary to the design and planning of the environment. May include field study, historical case studies, philosophical issues, overview of professional practice skills, technology, vocabulary and concepts, and opportunities for interdisciplinary studies.

Prerequisite: permission of the instructor.

581 Introduction to Computer-Aided Design 1. (3) Introduction to two-dimensional computer-aided design

(CAD) using micro- and large-computer CAD systems, hardware and operating system concepts, and drawing editing commands. Emphasizes environmental design and planning applications.

Prerequisite: permission of the dean of the College of Architecture and Planning.

582 Introduction to Computer-Aided Design 2. (3) A continuation of CAP 581 in a three-dimensional environment.

Introduction to the drawing environment, view manipulation, projections, coordinate systems, and hidden-line and hidden-surface shading. Emphasizes environmental design and planning applications.

Prerequisite: CAP 581; permission of the dean of the College of Architecture and Planning.

598 Special Projects in the College of Architecture and Planning. (1–3)

Special projects in the College of Architecture and Planning undertaken by groups under faculty direction.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to CAP graduate students, or by permission of the associate dean.

ARCHITECTURE

www.bsu.edu/cap/arch

Architecture Building 402, (765) 285-1900

Chairperson: Jon Coddington

Director of Master of Architecture Program: Wesley Janz

Director of Master of Science in Historic Preservation Program: James A. Glass

Graduate Faculty: Bilello, Chiuini, Ciao, Costello, deBrea, Dotson, Flores, Glass, Gray, Harwood, Janz, Kendall, Klinger, Koester, Palmer, Risting, Seager, Sen, Sinclair, Spodek, Swartz, Wolner

PROGRAMS

Master of architecture (MArch and MArch II) and master of science in historic preservation (MSHP)

MASTER OF ARCHITECTURE

Admission

The professional master of architecture degree (MArch) is the second component of architectural education at Ball State University for students who

seek licensure in the profession. It is accredited by the National Architectural Accrediting Board (NAAB).

Applicants to the MArch program must meet the admission requirements of the Graduate School and must have the approval of the Department of Architecture. A portfolio is required as part of the application process. Applicants must hold a baccalaureate degree from an accredited program in architecture or equivalent or may be required to take additional course work.

Program

Students must complete: a minimum of 60 credit hours; an approved professional practicum; a 6-hour thesis or creative project; and an approved concentration consisting of a minimum of 9 credit hours.

The professional practicum (field-studies in architecture or allied professions) may be accomplished in three ways: three summers; one gap-year; or a semester and a summer. The MArch program offers four options for undertaking and completing the professional practicum, and students are required to enroll in one of the following:

Option 1: Three-summer professional practicum beginning summer following third-year of undergraduate studies and concluding summer following first-year of graduate studies. Enrollment in or completion of this practicum does not guarantee admission to graduate studies. Open only to students who have completed their pre-professional undergraduate studies at Ball State University.

PREFIX	NO	SHORT TITLE	CR HRS
ARCH	501	Arch Dsgn 1 (3-6)	6
	502	Arch Dsgn 2	6
	526	Fund Hist Pres	3
	529	Hst Th Crit	3
	552	Cult Factors	3
	558	Refl Ar Prac	3
	559	Prof Prac	3
	601	Arch Dsgn 3	6
THES	629	Arch Theory	3
	652	Res Mthds	3
	698	Thesis (1-6)	6
	Electives	(concentrations)	15
			60 hrs

Option 2: Gap-year professional practicum accomplished between completion of

undergraduate studies and beginning of graduate studies. Enrollment in or completion of this practicum does not guarantee admission to graduate studies.

PREFIX	NO	SHORT TITLE	CR HRS
ARCH	501	Arch Dsgn 1 (3-6)	6
	502	Arch Dsgn 2	6
	526	Fund Hist Pres	3
	529	Hst Th Crit	3
	552	Cult Factors	3
	558	Refl Ar Prac	3
	559	Prof Prac	3
	601	Arch Dsgn 3	6
THES	629	Arch Theory	3
	652	Res Mthds	3
	698	Thesis (1-6)	6
	Electives	(concentrations)	15
			60 hrs

Option 3: Six-month professional practicum accomplished during the summer preceding graduate studies and continuing through the fall semester of the first-year. Open only to students who have completed their pre-professional undergraduate studies at Ball State University.

PREFIX	NO	SHORT TITLE	CR HRS
ARCH	502	Arch Dsgn 2	6
	526	Fund Hist Pres	3
	529	Hst Th Crit	3
	552	Cult Factors	3
	556	Prof Practcm	9
	557	Case Studies	3
	558	Refl Ar Prac	3
	559	Prof Prac	3
THES	601	Arch Dsgn 3	6
	629	Arch Theory	3
	652	Res Mthds	3
	698	Thesis (1-6)	6
Electives		(concentrations)	9
			60 hrs

Option 4: Six-month professional practicum accomplished during the spring semester of the first-year and continuing into the summer.

PREFIX	NO	SHORT TITLE	CR HRS
ARCH	501	Arch Dsgn 1 (3-6)	6
	526	Fund Hist Pres	3
	529	Hst Th Crit	3
	552	Cult Factors	3
	556	Prof Practcm	9
	557	Case Studies	3
	558	Refl Ar Prac	3
	559	Prof Prac	3
THES	601	Arch Dsgn 3	6
	629	Arch Theory	3
	652	Res Mthds	3

THES 698	Thesis (1–6)	6
Electives	(concentrations)	9
		<hr/>
		60 hrs

MASTER OF ARCHITECTURE II

Core area	9–12
Optional area	9–12
Thesis or creative project	6
Electives	6
	<hr/>
	30 hrs

The core area may be waived depending on the student's background and research interest; however, the minimum requirement for the MArch II degree is 30 hours of graduate credit. Areas of specialization available are architectural design; urban design; architectural history, preservation, and restoration; environmental science and technology; and communication technologies and design. The curriculum offers, in addition to greater depth of specialization than is possible at the undergraduate level, interdisciplinary study and studio participation with the graduate programs in landscape architecture and urban and regional planning. Each candidate's plan of study will be tailored to his or her specific needs.

Students are required to complete a 6-hour thesis or creative project. The candidate will take a final oral examination given by a committee on completion of the thesis or creative project.

MASTER OF SCIENCE IN HISTORIC PRESERVATION

This program offers students from diverse undergraduate backgrounds a solid academic foundation and the preparation necessary to undertake professional careers in historic preservation. Graduates of the program enter a wide variety of positions in both the public and private sectors. The intent of the program is to prepare professionals qualified to deal with the complex problems that arise in rejuvenating the historic cores of cities, in maintaining a sense of identity in small communities, in revitalizing neighborhoods, in restoring historic sites, and in rural preservation. Students are exposed to a variety of preservation organizations and speakers and are encouraged to participate in community and state activities.

The curriculum also offers students opportunities to take multidisciplinary courses and engage in projects involving architecture, urban planning, landscape architecture, archaeology, history, business, and other related fields.

The MS in historic preservation is a two-year degree program. The first year is devoted to courses in basic theory, concepts, and supervised field experience. An internship is served with a private or public preservation agency. In the second year, students have an opportunity to examine more technical or specialized areas of interest and to bring these experiences to bear on the required thesis or 6-hour creative project.

A three-term option—a specialization in architectural history, preservation, and restoration under the master of architecture degree—is available to students holding professional degrees in architecture from accredited institutions.

Admission

Applicants must meet the admission requirements of the Graduate School. Admission to the MS in historic preservation also requires departmental permission. Because of the program's interdisciplinary nature, most undergraduate fields of study are considered appropriate.

Transfers of credit toward the graduate degree are reviewed individually. Up to 14 semester hours or 20 quarter hours of credit taken at the fifth-year level in architecture and planning in an accredited five-year program may be transferred if such courses meet the student's curricular requirements. In addition, up to 14 semester hours or 20 quarter hours taken at accredited institutions may be transferred if taken for graduate credit. If students are not transferring credit at the fifth-year level, 28 semester hours or 40 quarter hours of graduate credit may be transferred. The amount of transfer credit accepted will not exceed 28 semester hours or 40 quarter hours.

Master of Science in Historic Preservation, 56 hours

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
ARCH	506	Historc Dsgn	6
	528	Hst N A Arch	3
	530	Arch Midwest	3

540	Intro H P	3
541	Pr Law Plan	2
542	Doc Bld 1	2
544	Pres Econ	2
545	Doc Bld 2	2
547	H P Tech 1	2
549	H P Tech 2	2
573	Directed Res	2
605	Design Tech	1
669	Int Pres Res	4
674	Th Prop	1
696	Th Prep	3
THES	698 Thesis (1–6)	6
Electives		12

56 hrs

The selection of electives will be made in consultation with the program director. One elective must be taken in history of architecture, landscape architecture, or urban planning.

The candidate will take an oral examination given by a committee on the completion of the thesis or creative project.

ARCHITECTURE (ARCH)

501 Architectural Design 1. (3–6)

Graduate design course involves architectural problems of increasing scale and complexity and requires solutions that are thorough in their conception, development, and execution. Multiple studio sections are offered each semester.

Prerequisite: graduate standing.

A total of 6 hours of credit may be earned.

502 Architectural Design 2. (6)

Graduate design course involves architectural problems of increasing scale and complexity and requires solutions that are thorough in their conception, development, and execution. Multiple studio sections are offered each semester.

Prerequisite: graduate standing.

506 Historic Preservation Design

Studio. (6) Selected problems and issues in historic preservation at all scales in an applied context. Opportunity to implement concepts learned in a creative environment. Field trips to project sites.

Prerequisite: graduate status in the College of Architecture and Planning or permission of the program director.

521 Topics in the History of Oriental Architecture. (3) Analysis of theoretical, cultural, and historical determinants as

they may be applied to a selected array of architects and buildings from the Islamic world to the Far East.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in ARCH 421 or the equivalent.

526 Fundamentals of Historic Preservation for Architects. (3)

Introduces the special qualities of historic properties and the importance of such properties in providing a varied and interesting architectural character to communities and rural areas.

Emphasizes skills in documenting historic properties and in developing familiarity with criteria and standards for identifying such properties and rehabilitating them appropriately. The economics of historic preservation, preservation law, and Section 106 reviews are also investigated.

Not open to students who have credit in ARCH 426.

528 History of North American

Architecture. (3) American architecture and urbanism from its colonial beginnings to the present. Emphasizes European antecedents, transformation by American conditions, and the rise of distinctly American architecture. Discusses methods of disseminating architectural knowledge and conflicting points of view.

Prerequisite: graduate status in the College of Architecture and Planning or permission of the program director.

Not open to students who have credit in ARCH 428 or equivalent.

529 (527) Architectural History, Theory,

Criticism. (3) Examines contemporary architectural theory and criticism through the presentation and study of significant texts and buildings of the present and recent past. Introduces and investigates the formal, technological, social and cultural, political, and economic issues within the disciplines of architecture and design. Explores interactions between theory and practice, and examines strategies for the making of architecture.

Prerequisite: graduate standing or permission of the program director.

530 History of Architecture, Planning, and Engineering in the Midwest. (3)

Analysis of the development of architecture, planning, engineering (canals, railroads, roads, bridges), and industrial architecture in the American

Midwest from the frontier period through the twentieth century. Field trips to selected sites.

Prerequisite: graduate status in the College of Architecture and Planning or permission of the program director.

Not open to students who have credit in ARCH 430 or the equivalent.

532 Historic Architectural Interiors. (3)

Survey of European and American interiors, interior architecture, furnishings, and decorative arts highlighting cultural influences from antiquity to the present with emphasis on eighteenth- to twentieth-century examples.

Prerequisite: ARCH 528 or equivalent.

Not open to students who have credit in ARCH 432 or its equivalent.

535 Topics in the History of Renaissance and Baroque Architecture. (3)

Analysis of theoretical, cultural, and historical determinants as they may be applied to a selected array of architects and buildings from Europe between 1400 and the late 1700s.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in ARCH 435 or equivalent.

537 Topics in the History of Nineteenth and Twentieth Century Architecture. (3)

Analysis of theoretical, cultural, and historical determinants as they may be applied to a selected array of architects and buildings from around 1800 to the present.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in ARCH 437 or the equivalent.

540 Introduction to Historic Preservation. (3) Survey of history and philosophy of preservation in the United States and Europe. Emphasizes origins of current philosophies and approaches to preservation in the United States and the variety of organizations and agencies involved in preservation.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director.

Not open to students who have credit in ARCH 440; LA 420.

541 Historic Preservation Law and Planning. (2) Survey of fundamental legislation in the preservation field at federal, state, and local levels. Emphasizes applying knowledge of laws and regulations to actual situations in

practice. Survey of types of preservation planning used by federal, state, and local governments.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director; ARCH 540.

Not open to students who have credit in ARCH 441.

542 Documentation and Registration of Historic Properties 1. (2)

Introduction to the methods of recording and registering historic properties, including buildings, structures, districts, landscapes, objects, and archaeological sites, using both written and graphic means. Emphasizes projects and exercises involving descriptions and statements of significance for historic properties.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director.

Not open to students who have credit in ARCH 442.

543 Field Workshop in Preservation. (3-6)

Special and timely projects addressing real-world problems in historic preservation, undertaken in groups.

Prerequisite: graduate status in the College of Architecture and Planning or permission of the program director.

Not open to students who have credit in ARCH 443 or equivalent.

544 Economics of Historic Preservation. (2)

Developing skills in assessing the economics of preserving historic properties. Emphasizes exercises involving feasibility studies, pro formas, revolving funds, and identification of feasible users. Surveys also Main Street Program and heritage tourism and heritage areas as revitalization techniques.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director; ARCH 540.

Not open to students who have credit in ARCH 441.

545 Documentation and Registration of Historic Properties 2. (2)

Application of skills and principles learned in ARCH 542 in a registration or documentation project.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director; ARCH 542; PLAN 605.

Not open to students who have credit in ARCH 442.

547 Historic Preservation Technology 1.

(2) Survey of the materials and systems of construction used in historic buildings and the causes of deterioration, obsolescence, and failure in buildings. Emphasizes developing diagnostic skills through field investigations and laboratory analysis and exercises.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director.

Not open to students who have credit in ARCH 447.

549 Historic Preservation Technology 2.

(2) Survey of the methods and philosophies of conservation and rehabilitation for historic buildings. Emphasizes identifying appropriate solutions to problems of deterioration and appropriate rehabilitation and restoration approaches. Field trips and laboratory analysis and projects.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director; ARCH 547.

Not open to students who have credit in ARCH 449.

552 Human and Cultural Factors of Design. (3) Addresses the ethical, social, and cultural factors brought to the design of the built environment.

Includes: ethical values; cultural patterns and values; privacy and community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process.

Prerequisite: graduate standing or permission of the program director.

556 Professional Practicum. (9) Prepares

students for critical engagement in architectural practice. Field studies in architecture application under directorship of licensed architect or allied professional.

Prerequisite: graduate standing or permission of the program director.

Parallel: ARCH 557.

557 Practicum Case Studies. (3)

Investigation of contemporary

architectural practice through the use of the case study method based on the professional practicum, including structured interviews, analysis, and production of a detailed case study report.

Parallel: ARCH 556.

558 Practicum Reflection. (3) Reflection on architectural practice and theory based on professional practicum

experience. Designed to teach reflective practice and build scholarship regarding the discipline.

Prerequisite: ARCH 556 or equivalent.

559 Professional Practice. (3) Explores

the essential elements of architectural practice and related professions. Addresses administrative role of the architect, basic principles of architectural practice, leadership, legal responsibilities, and ethics and professional judgment in architectural design and practice.

Prerequisite: ARCH 556 or equivalent.

564 Architectural Photography. (3) An

introduction to the basic technical, observational, and compositional skills and knowledge required for sensitive and competent description of architecture through the photographic medium. Assumes no previous experience but requires that students have their own suitable cameras and basic design abilities.

Prerequisite: CAP 102 or equivalent experience in basic design.

572 Contemporary Preservation

Practice. (3) Seminar with regionally and nationally distinguished preservationists in continuing outside activities through a series of case studies.

Prerequisite: graduate status in the College of Architecture and Planning or permission of the program director.

573 Directed Research. (2) Methods of

conducting primary and secondary research to produce academic papers, theses, creative projects, and publishable reports or articles; survey of principles of scholarly professional writing. Emphasizes exercises that develop skills in research and writing.

Prerequisite: graduate status in the College of Architecture and Planning; permission of the program director.

574 Architectural Aspects of

Archaeological Fieldwork. (3) Archaeological methods applied to

architectural remains. Principles of stratigraphic excavation, dating methods, and techniques for surveying and recording; technical and comparative analysis of building elements for purposes of dating, interpretation, and reconstruction.

Not open to students who have credit in ARCH 474.

583 Life Safety in Architecture and Environmental Design. (3) Survey of topics relevant to life safety encompassing wind, fire, ground motions, environmental conditions (including noise and criminal activity), home accidents, and matters pertaining to the Occupational Safety and Health Act (OSHA).

Not open to students who have credit in ARCH 483.

590 Independent Projects. (1–4)

Environmental topics.

Prerequisite: approval of the program proposal by the faculty advisor and the department chairperson.

A total of 8 hours of credit may be earned, but no more than 4 in any one semester or term.

592 Psychological Aspects of Environmental Design. (3–6) Review of attempts to discover rational methods for predicting and evaluating environmental design. Basic research and analysis methods from the designer's point of view. Lecture, studio, and field activities.

Prerequisite: for students with majors other than architecture or landscape architecture; permission of the department chairperson.

A total of 6 hours of credit may be earned.

Not open to students who have credit in ARCH 492.

596 Facility Programming. (3) Problems and methods leading to the development of user requirements and their translation into facility performance criteria.

Prerequisite: graduate standing.

598 Special Projects in Architecture. (3–6) Special and timely architectural projects undertaken by groups of students.

Prerequisite: graduate status in the College of Architecture and Planning.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

601 Architectural Design 3. (6)

Initiation and preparation of a thesis or creative project through topical explorations in architectural design.

Prerequisite: sixth-year standing or permission of the program director.

Parallel: ARCH 652.

605 Design and Presentation

Techniques. (1) Introduction to graphic techniques and design processes.

Lecture and studio exercises on problem solving and public presentation of findings. For historic preservation students without undergraduate training in design.

Prerequisite: graduate status in College of Architecture and Planning; permission of the program director.

629 (627) Architectural Theory. (3)

Examines contemporary architectural theory, criticism, and practice through the presentation and study of significant texts and built form.

Prerequisite: graduate standing or permission of the program director.

652 Research Methods. (3) Enables students to study and research social, technical, environmental, ethical issues, and the creative processes of design. Uses scenario planning, case studies, ethnographic, and textual analysis. Formulates a broad range of research proposals.

Parallel: ARCH 601.

669 Internship in Historic Preservation.

(4) A ten-week period of approved employment with a national, state, or local organization engaged in professional preservation work, or participation in an approved preservation activity, typically undertaken during the summer.

674 Thesis or Creative Project Proposal.

(1) Selecting a topic for the master's thesis or creative project and preparing an acceptable proposal.

Prerequisite: ARCH 573; permission of the program director.

696 Thesis or Creative Project

Preparation. (3) Conducting research and writing or preparing the thesis or creative project under the direction of the thesis committee.

Prerequisite: ARCH 573, 674; permission of the program director.

LANDSCAPE ARCHITECTURE

www.bsu.edu/cap/landscape

Architecture Building 226, (765) 285-1971

Chairperson: Malcolm Cairns

Graduate Advisor: Martha Hunt

Graduate Faculty: Benson, Blaloch, Cairns, Corbin, Cruz, Ferguson, Hoover, Hunt, Marlow, Motloch, G. Smith, L. Smith, Spangler

Landscape architecture involves the coordinated planning and design of land. It applies aesthetic and scientific principles in arranging objects and spaces on the landscape for human use, enjoyment, safety, health, and welfare. Landscape architecture is based on the recognition of long-term ecologic, economic, social, and psychological values. It embraces the conservation of natural resources and the design of land for specific purposes.

Landscape architects provide professional services for site planning, land-use projects, and feasibility studies and may be assisted by such allied professionals as architects, engineers, planners, ecologists, geologists, geographers, hydrologists, biologists, economists, and sociologists. Understanding the potentials and limitations of natural systems (soils, water, vegetation, wildlife, and climate) provides the basis for responding to complex problems of land use.

The MLA program is open to any qualified student holding any baccalaureate degree. Ball State University's programs in Landscape Architecture are fully accredited by the Landscape Architecture Accreditation Board of the American Society of Landscape Architects.

MASTER OF LANDSCAPE ARCHITECTURE (MLA)

Admission

Applicants must meet the admission requirements of both the Graduate School and the Department of Landscape Architecture.

Degree Requirements

Program 1: 39 hours (graduate)

Students with degrees in landscape architecture from a Landscape Architecture Accreditation Board-accredited program are required to enroll in the following minimum program of study.

PREFIX	NO	SHORT TITLE	CR HRS
LA	635	Methods	3
	651	Res Meth	3
	653	Readings	3
LA electives			6-12
Electives			12-18
THES	698	Thesis (1-6)	6
			39 hrs

At least one elective must be a studio course. **Computer competency in Micro Station is the responsibility of the student.** Candidates will complete a minimum of 39 hours of graduate work, 19 hours of which must be taken at Ball State University.

Program 2: 46 hours (graduate), 19 hours (undergraduate)

The following is the required program of study for candidates holding professional degrees in related environmental design and planning areas (i.e., architecture, interior design, urban and regional planning, etc.). Foundation courses at the undergraduate level are required for all candidates in this program except where prior equal course work is documented.

Computer competency in Micro Station is the responsibility of the student.

This degree program is known as a first professional degree program in landscape architecture.

PREFIX	NO	SHORT TITLE	CR HRS
LA	573	Environ Sys	3
	602	Site Design	4
	603	Com/Urb Des	4
	604	Plan and Des	4
	605	Land Plan 1	4
	622	L A Hist	3
	635	Methods	3
	645	Plant Des	3
	651	Res Meth	3
	653	Readings	3
	668	Intern (0)	
	or		
	669	Pd Intern (0)	0
Electives			6
THES	698	Thesis (1-6)	6

46 hrs

Foundation undergraduate courses

LA	311	L A Engineer 1	4
	312	L A Engineer 2	4
	341	Plants 1	4
	413	L A Engineer 3	4
	460	Pro Practice	3

19 hrs

Program 3: 54 hours (graduate), 22 hours (undergraduate)

The following is the required program of study for candidates not holding professional degrees in landscape architecture or related environmental design and planning areas. Foundation courses at the undergraduate level are required for all candidates in this program except where prior equal course work is documented. This degree program is known as a first professional degree program in landscape architecture.

PREFIX	NO	SHORT TITLE	CR HRS
LA	500	L A Context	1
	573	Environ Sys	3
	601	L A Des Prin	4
	602	Site Design	4
	603	Com/Urb Des	4
	604	Plan and Des	4
	605	Land Plan 1	4
	622	L A Hist	3
	635	Methods	3
	645	Plant Des	3
	651	Res Meth	3
	653	Readings	3
	661	Des Com	3
	668	Intern (0)	
	or		
	669	Pd Intern (0)	0
Electives			6
THES	698	Thesis (1-6)	6

54 hrs

Foundation undergraduate courses

LA	280	L A Comp App	3
	311	L A Engineer 1	4
	312	L A Engineer 2	4
	341	Plants 1	4
	413	L A Engineer 3	4
	460	Pro Practice	3

22 hrs

Other courses may substitute for LA 280 with departmental approval.

All MLA candidates are also required to make a public presentation upon completion of a thesis or creative project.

All MLA candidates will also enroll in the department's internship program if they have had no previous work experience under a registered landscape architect. A student will receive 3 hours of credit for a landscape architecture internship upon completion of one documented period of approved employment or of an approved work-study program directed by a registered landscape architect faculty member in the department.

LANDSCAPE ARCHITECTURE (LA)

500 Context for Landscape

Architecture. (1) An intensive immersion introducing principles and introductory skills necessary to the design and planning of the environment. May include field study, historical case studies, philosophical issues, overview of professional practice skills, technology, vocabulary and concepts, and opportunities for interdisciplinary studies.

Prerequisite: permission of the department chairperson.

520 Regional Landscape Architectural History. (3) Major representative samplings of cultural developments and forces affecting evolution and transformation of the structure, pattern, image, and function of the midwestern landscape.

525 Historic Landscape Preservation. (3) Theory, concepts, methods, and case studies in historic design and cultural landscape preservation.

530 Philosophy of Landscape Architecture. (3) Seminars and independent study of the background and development of prevailing philosophies of landscape architecture.

Not open to students who have credit in LA 430.

531 Rural Landscape. (3) Lectures, seminars, and field study focusing on the rural landscape of Indiana and the Midwest. Issues of policy and management of resources, land-use practices, and various other conditions, both natural and human-made, as they relate to landscape architecture.

538 Park and Recreation Planning and Design. (3) Interdisciplinary relationships in comprehensive and site-specific community recreation and park planning and design. A joint offering with the Indiana University Department of Recreation and Park Administration, presented over the Indiana Higher Education Telecommunications System.

573 Environmental Systems and Structures. (3) Qualitative investigations and analyses of and research in landscape systems. Studies include assessments of vegetation, climate, hydrology, soils, and surface geology as determinants of landscape architectural form; natural processes as they relate to the principles of landscape architectural construction.

590 Independent Projects. (1–9) Independent study in environmental topics relevant to landscape architecture.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

598 Special Projects in Landscape Architecture. (1–9) Special and timely landscape architectural projects undertaken by groups of students.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

601 Principles of Landscape Architectural Design. (4) Design projects, exercises, lectures, and field studies to develop awareness of principles and concepts integrating natural and cultural elements in the landscape.

602 Site Design. (4) Continued applications of basic design principles, programming, and site analysis reinforcing design processes and visual thinking in the design of sites. Emphasizes open space planning and park design. May include projects in natural, rural, and urban settings. Computer applications as appropriate.

Prerequisite: LA 601 or departmental permission.

603 Community and Urban Space Design. (4) Continued application of principles of landscape architecture to community and neighborhood scale projects of increasing complexity, including housing, commercial and urban land planning, and development issues. Additional issues addressed include human behavioral principles and planting design concepts as they relate to landscape architectural spaces. Computer graphic and CAD techniques as appropriate.

Prerequisite: LA 602 or departmental permission.

604 Landscape Architecture Planning and Design. (4) Staged projects progressing through regional land planning and site design scales. Includes landscape planning (manual or GIS), overlay assessments, historic and cultural landscape conservation planning and design, and site design applications.

Prerequisite: LA 603, 635, or departmental permission.

605 Comprehensive Landscape Planning and Design. (4) Faculty-directed landscape architectural planning and design problems and projects. Student-initiated components in concentration area leading to thesis/creative project development. Weekly peer reviews and interim public presentation will be required in the course of development of the thesis or creative project.

Prerequisite: advisor selected for the thesis or creative project and proposal developed; LA 651, 653, and 604 or departmental permission.

606 Comprehensive Site Design 1. (4) Comprehensive site-scale design from the concept stage through detail documentation.

Prerequisite: LA 603 or permission of the instructor.

622 Landscape Architectural History.

(3) Lecture and discussion on contributions of various cultures and eras to the landscape and their relationship to current issues in landscape design and theory.

631 Topical Seminars. (1) Issues, case studies, guest professionals, and student presentations relevant to broadening understanding of the diverse profession of landscape architecture.

635 Landscape Architecture Methods.

(3) Theories and methods related to landscape planning, historic landscape preservation and conservation, and site designs.

645 Planting Design. (3) Use of plants as landscape-design elements; related specifications and detailing. Introduction to cost estimating.

Prerequisite: LA 341 or permission of the instructor.

651 Research Methods in Landscape Architecture. (3) Introduction to critical issues, methods, procedures, and techniques for comprehending, evaluating, and undertaking research, with an emphasis on proposal development.

Parallel: LA 653.

653 Readings in Landscape

Architecture. (3) Directed and selected readings and written reports to broaden perspective in landscape architecture. Preliminary investigation for the literature review of the thesis/creative project.

661 Design Communications. (3)

Theory and application in design communication, including free-hand

and technical drawing and presentation skills. Includes demonstration of computer automated drafting (CAD) and computer graphic simulation technologies.

668 Landscape Architecture Internship.

(0) Minimum of one semester of supervised, unpaid employment under the direction of a landscape architect or allied-design professional. Departmental approval required in advance of qualified employment. Required employer and self-evaluation reports. Offered credit/no-credit only.

Not open to students who have credit in LA 669.

669 Landscape Architecture Internship.

(0) Minimum of one semester of supervised, paid employment under the direction of a landscape architect or allied-design professional. Departmental approval required before qualified employment. Requires employer and self-evaluation reports. Offered credit/no credit only.

Not open to students who have credit in LA 668.

690 Independent Projects. (1–3)

Independent study in environmental topics relevant to landscape architecture.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

698 Special Projects in Landscape Architecture. (1–3) Special and timely landscape architecture projects undertaken by students in groups.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

URBAN PLANNING

www.bsu.edu/cap/planning

Architecture Building 327, (765) 285-1963

Chairperson: Eric D. Kelly

Graduate Advisor: Francis H. Parker

Graduate Faculty: Brown, Frankel, Kelly, Kuehl, Keys, Hill, Parker, Perera, Schoen, Segedy

MASTER OF URBAN AND REGIONAL PLANNING

The professional field of planning and the programs of the department present significant and diverse opportunities to solve the problems of communities and shape the built environment. Our profession is uniquely dedicated to the quality of life impacted by place, to visions and policy consequences that extend beyond the short term, and to problem solving that relies on multiple disciplines. Our professional values commit us to environmental sustainability, social equity, participatory democracy, and deliberate design.

Planners promote public interest development through the implementation of plans formulated and adopted in the public interest. They perform this function in all three economic sectors—public, private for-profit, and private nonprofit. Professional career areas of opportunity include public planning and housing/community development agencies, land development and professional service firms, and nonprofit corporations serving neighborhoods and various public interests.

We prepare students for these challenges by offering a rigorous course of study for the master of urban and regional planning (MURP), a professionally recognized degree leading to professional certification by the American Institute of Certified Planners (AICP).

Admission

Applicants must meet the admission requirements of the Graduate School and be approved by the Department of Urban Planning. International students must also meet the financial, English language, U.S. Immigration (visa), and transcript certification requirements of the Center for International Programs.

Degree Requirements

Tracks

The standard MURP track is a two-year, 48-credit hour program. The accelerated track program, available only to graduates of an urban planning baccalaureate program accredited by the Planning Accreditation Board (PAB), may be completed within one calendar year (a full academic year plus dual summer session) and requires 36 credit hours.

Examination

To assist in self-assessment and faculty advising newly admitted students must complete a diagnostic examination that evaluates their planning interests, perceptions, knowledge, and skills. Before graduation students must also complete a comprehensive examination that addresses the synthesis of knowledge of greatest significance in the student's professional education. This exam assesses not only student competency and program effectiveness, but also student progress since the diagnostic exam.

Course of Study in Selected Area of Concentration

For the standard and accelerated tracks, 12 hours are required in the student's selected area of concentrated study

(ACS) in (1) comprehensive planning, (2) physical planning, (3) community development and enterprise planning, or (4) customized urban planning area; the latter requires faculty approval. This is comprised of an ACS core course, ACS studio, and two elective courses particular to the selected ACS; depending on ACS, there are certain requirements for electives.

Capstone Project

The degree requires a capstone project of 3 hours, typically in the student's ACS, to demonstrate advanced competency in the use of knowledge or to create knowledge. The project may center on a field-based project that produces a professional report or on a topic of scholarship that produces a research paper (refer to RES 697). With faculty approval a student may engage in a creative project that produces a thesis for 6 credits (refer to THES 698). The program's curriculum prepares students for the capstone project.

Remaining Electives

The remaining electives constitute 9 hours for the standard track and 6 hours for the accelerated track. Students select electives based on their ACS from courses offered within urban planning or from courses in other disciplines of the Graduate School, as approved by urban planning; a pre-approved list is available through the department or consult with the graduate faculty advisor for approval. Also the required capstone project constitutes 3 hours by students enrolling in RES 697, or if THES 698 is approved for 6 hours, the additional 3 credits may substitute as an elective.

Credits Transferred from Prior Graduate Study

Up to 15 credits for the standard and 9 credits for the accelerated track earned in prior graduate study outside the department and not resulting in a degree, may be applied toward the MURP. Such transfer credits must have been earned at an accredited institution, demonstrate relevancy for an equivalent course of study of the MURP program, and be approved by the department.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
PLAN	500	Pln Diag Exa	0	
	601	Plan Theo	3	

615	Intr Qunt An	1
616	Dem Soc Met	1
617	Intr Pln Res	1
618	Adv Pln Res	2
619	Qunt Mod Loc	1
620	Hum Impt Any	2
621	Env Imp Ana	1
625	Plan Law	3
626	Humn Set	1
627	Ecol Plan	1
628	Econ Plan	1
629	Pl An Studio	3
690	Pln Port Rev	0
691	Pd Intern(0)	
	or	
692	Internship(0)	0
695	Pl Cap Rs Mt	1
696	Pl Cap Rs M2	1
697	Pl Res Met 3	1
699	Pln Comp Exm	0

3-6 hours from

RES	697	Research Ppr (3)	
	or		
THES	698	Thesis (6)	3-6

12 hours from

Area of Concentrated Study (ACS)	12
Complementary electives from outside planning	9

For students with a Bachelor of Urban Planning and Development (BUPD) or equivalent degree

PLAN	500	Pln Diag Exa	0
	604	Adv Pln Iss	3
	618	Adv Pln Res	2
	619	Qunt Mod Loc	1
	620	Hum Impt Any	2
	621	Env Imp Ana	1
	690	Pln Port Rev	0
	691	Pd Intern (0)	
	or		
	692	Internship (0)	0
	695	Pl Cap Rs Mt	1
	696	Pl Cap Rs M2	1
	697	Pl Res Met 3	1
	699	Pln Comp Exm	0

3 hours from

PLAN	625	Plan Law (3)	
	626	Humn Set (1)	
	627	Ecol Plan (1)	
	628	Econ Plan (1)	3

3-6 hours from

RES	697	Research Ppr (3)	
THES	698	Thesis (6)	3-6

12 hours from

Area of Concentrated Study (ACS)	12
Outside electives	6

URBAN PLANNING (PLAN)

500 Planning Diagnostic Exam. (0) The diagnostic exam, administered to

incoming students, evaluates professional objectives, perception of the planning profession, and knowledge of several key topical areas with the intention of both the student and student's faculty advisor using the results when selecting a course of study. Offered credit/no-credit only.

504 Urban Design. (3) An exploration of the physical form of the public realm and how it has been shaped by social, economic, political, and cultural forces. Special attention will be paid to issues of identity, sense of place, placemaking, and sense of belonging.

506 Environmental Design Studio. (3) An interdisciplinary approach to the resolution of problems in environmental design. Appropriate projects to be determined in consultation between the students and faculty.

507 Computer Techniques for Design and Planning. (3) Introduces a variety of software and applications techniques in remote sensing, mapping, perspective drawing, and database graphics for architecture, landscape architecture, and planning.

512 Introduction to Geographic Information Systems for Urban Planning. (3) Designed to introduce principles of GIS and GIS applications in an urban environment. Topics include GIS components, modeling methodology, and management of environments. Implications to urban and environmental policy development.

513 Advanced Concepts in Geographic Information Systems for Urban Planning. (3) Advanced topics in modeling and analysis of urban and regional environments. Techniques for database organization, database development, and analytical processes (algorithm development).

Prerequisite: PLAN 512.

521 Urban Land-Use Planning. (3) Planning the uses of land in urban areas. Land-use determinants, standards at the community level, information systems, preparation of land-use plans, and development of land-use control policies at the urban and county levels.

530 Housing and Community Development. (3) Public programs and private activities relating to the provision of affordable housing for all income levels. Topics include housing

supply and demand, housing finance, the role of government subsidies, and coordinated policy for community development.

531 Urban Transportation Planning. (3) Transportation planning methods and policy, including analysis of travel demand, links between land use and transportation, choice of transportation modes, and design of balanced transportation systems.

533 Urban Environmental Planning. (3) Introduction to urban planning considerations for control and reduction of air, water, and land degradation, including waste management, noise pollution, and other side effects of urban development.

534 Regional Development Planning. (3) Seminar in techniques of regional planning analysis and policy formulation. Methods of integration of economic, ecological, and social objectives in regional development.

535 Energy Planning. (3) Energy resource issues in urban planning. Strategies for incorporating energy efficiency into housing, land use, transportation, social services, and community development. Analysis of energy policy, with emphasis on innovative public and private sector initiatives at the community level.

538 Regional Land-Use Planning. (3) Planning the uses of land at the regional, area, and state levels; interface between social, environmental, and land-use plans at the regional level; and land-use policies for critical-area management including the coastal zone.

539 Public Facilities Planning. (3) An introduction to the planning of public facilities systems including street and highway systems, water systems, wastewater, and solid waste management.

540 Building Performance. (3) A scientific approach to understanding how energy and moisture move in buildings and how buildings fail with respect to health and safety, durability, comfort and affordability. While the focus is on housing, the fundamentals are applicable to all buildings.

541 Sustainable Housing. (3) Methods for bringing sustainable design and construction practices into the housing industry, with an emphasis on increasing durability, comfort, and

energy efficiency while reducing costs. Use of computer software for economic analysis of design improvements, ensuring code compliance, and determining HERS and Energy Star ratings.

Prerequisite recommended: PLAN 540.

550 Neighborhood Planning. (3)

Planning strategies for the revitalization of older residential neighborhoods and neighborhood commercial areas. Includes community organization and the role of public and private neighborhood organizations.

553 Planning Practice Workshop. (3)

An eclectic practice course intended to sharpen the planning student's skills in report preparation, oral and visual presentation of complex issues, preparation of grant applications, and agency budgeting procedures.

554 Community Development Policy Planning. (3)

Strategies of community development to achieve policy goals and objectives. Emphasizes interorganizational coordination of public and private interests in revitalizing urban communities.

555 Women and Urban Environments. (3)

Examines the linkages between women and urban environments by focusing on the role played by the urban environment in facilitating or hindering women's access to economic, social, and political opportunities. Domestic and international examples are used to illustrate concepts.

558 Introduction to Multiculturalism as a Planning Context. (3)

Anthropological analysis of culturalism for planning within a cross- and multi-cultural context. Subordination/exclusions based on age, gender, sexual preference, bureaucratic/economic status, religion, and race are historically reviewed through socio-cultural forces: fear of the other, immigration, unresolved post-colonialism, resurgence of indigenous peoples/displaced cultures, and emergence of modern metropolitan society.

559 International Planning. (3)

An exploration of the nature of the urban and regional planning process in other countries. Topics include development policies, planning strategies, institutional structures, implementation strategies, and accomplishments. Attention also will be paid to the

usefulness of these experiences to American cities.

560 Alternative and Sustainable Community Planning. (3)

Seminar examining nontraditional approaches to community planning and design. Focuses on concepts associated with the design of sustainable communities. Historical precedent, case study, and utopian alternatives are synthesized to project alternative futures for present community planning and design issues.

577 History of Urban Form. (3)

An examination of the historical transformation of the urban form and its elements. Focuses on the physical organization of the city in relation to social, economic, political, and cultural forces that have shaped it. Special attention will also be paid to non-Western urban forms and histories.

580 Policy Impact Analysis and Techniques of Project Control. (1)

Program scheduling techniques of PERT (Program Evaluation Review Techniques) and CPM (Critical Path Method). Decision-diagramming aids in the rational choice and sequencing of actions toward public objectives.

581 Public Participation: Issues, Methods, and Techniques for Knowing the Public Interest. (3)

Issues and qualitative methods/techniques useful to the planner's paramount responsibility: understanding/integrating local knowledge and values into the public decision-making process. Issues and theories of public participation. Methods and skill techniques of being informed by the public, of informing the public, and of advancing planner/constituency collaboration.

582 Grant Procurement and Administration for Planners. (1)

Techniques of proposal writing, including RFP and RFQ responses, and grant procurement, including intergovernmental, foundation and corporate giving, contract negotiation and administration, and lobbying strategies.

583 Site Analysis and Planning. (3)

Range of practical approaches in evaluating and planning sites within the contexts of natural, economic and cultural systems. Site inventory, analysis and planning. Introduction of computerized platforms, integrating

digital and physical representations to enhance planning and communication with the public. Required core course in the physical planning area of concentrated study (ACS).

584 Visual Modeling. (3) Graphic design representation and presentation techniques. Introduction to "data mining" and computer-based applications in remote sensing, mapping, perspective drawing, and database graphics. Visual urban simulation using advanced digital applications, such as GIS. Introduction to terrain engines, VRML, and other rendering environments for the display of urban planning alternatives.

585 Introduction to Community Development and Enterprise Planning. (3) Historical/comparative review of the real estate/community development practices, and emergence of enterprise planning. Development process attendant to each of the three economic sectors and to contrasting venues of economically/politically impacted areas ranging from inner cities to rural towns seeking revival. Methods of formulating action plans.

586 Methods of Public Interest Development. (3) From an enterprise planning perspective, the rationale and methods of development. Finance: proforma, break-even cash flow, equity investment, lender underwriting, and gap financing analyses; public-private partnerships incorporating range of development inducements. Strategies for creating markets given disinvestment pattern. Managing community development organization and projects through development process.

590 Independent Study in Planning. (1–9) Relevant research or a project under the direction of the planning faculty.

Prerequisite: approval of a written project or research proposal.

A total of 9 hours of credit may be earned.

598 Special Projects in Urban and Regional Planning. (3–9) Special projects in urban and regional planning undertaken by groups of students under faculty direction.

A total of 9 hours of credit may be earned.

601 Planning Theory. (3) Introduction to the theory of urban and regional planning. Planning as a method of decision making and strategic choice, including setting goals, exploring alternatives, and implementing solutions. Evolution of planning theories in twentieth-century urban planning.

604 Advanced Planning Issues, Theory, and Practice. (3) Advanced seminar to explore the application of planning theory to planning practice and management. Issues of planning ethics, roles, styles, and strategies, including citizen participation, for effective plan making and implementation. Accelerated track.

605 Design and Presentation Techniques. (1–3) Introduction to graphic techniques and design processes. Lecture and studio exercises on problem solving and public presentation of findings. For planning and preservation students without undergraduate training in design.

A total of 3 hours of credit may be earned.

610 Planning Analysis Studio. (3) Analysis and design principles at regional, urban, and local scale, including environmental suitability, land use location criteria, and site planning criteria for greenfield or redevelopment sites. Students defend proposals based on analytical and design criteria.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

611 Comprehensive Planning Studio. (3) Application of substantive skills in a comprehensive planning exercise for an urban area, involving field work and a real location. Emphasizes the process by which comprehensive planning decisions are reached.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

612 Community Development Studio. (3) Community development scale planning, such as neighborhood revitalization, housing, or industrial renewal, with a real-world setting and sometimes a real-world client.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

615 Introduction to Quantitative Analysis.

(1) Developing the analysis and problem solving skills useful for practicing planners; the use of spreadsheets for problem solving, data analysis, and presentation graphics; policy evaluation techniques of benefit/cost and cost/effectiveness analysis as the basis for understanding analytic planning thought.

Parallel: PLAN 616, 617.

616 Demographic/Socio-Economic Forecasting Methods.

(1) Demographic, economic, and socio-economic projection techniques; use of cohort survival, regression, and other techniques in the analysis of trends for the purpose of forecasting the components and location of population, housing, jobs, income, consumption, investment, etc.

Parallel: PLAN 615, 617.

617 Introduction to Planning Research Methods.

(1) Descriptive and introductory inferential statistical techniques, as per measures of central tendency and dispersion; calculation of need gaps; data tabulation and graphic presentation; sampling and survey research methods; and hypothesis testing through analysis of variance, chi-square, and other significance testing of sampling data.

Parallel: PLAN 615, 616.

618 Advanced Planning Research Methods.

(2) Advanced inferential statistics; correlation and regression analysis progressing from linear and bivariate to quadratic and multivariate models; introductory Boolean algebra. Data reduction techniques of factor analysis and Q-methodology. Classification techniques of cluster analysis.

Prerequisite: PLAN 615, 617 or competency by examination.

Parallel: PLAN 619.

619 Quantitative Models of Location Theory and Spatial Analysis.

(1) Quantitative modeling of urban spatial analysis (analysis and forecasting of uses and forms); land use and transportation forecasting; public facility, basic sector, residential distribution and retail/local service sector modeling; and trip generation and distribution modeling.

Parallel: PLAN 618.

620 Human Impact Analysis.

(2) Fiscal, macroeconomic, social, and political

impact analyses of development decisions and distributive consequences through incidence analysis.

Consequences: public budgets, household income/consumption/investment, jobs, and community health/welfare. Shifting electoral consequences of new/displaced residential populations on political agendas of decision-makers. Urban indicators as measures of community well-being and distress

Parallel: PLAN 621.

621 Environmental Impact Analysis.

(1) Techniques for assessing environmental impacts, including environmental inventory, rapid assessment, environmental impact analysis, land suitability analysis, risk assessment, build-out analysis, modeling for environmental sustainability, and the review of environmental regulations at all levels of government.

Parallel: PLAN 620.

625 Planning Law.

(3) Historical/jurisprudential analysis of planning/land-use law within public agencies and the private sector of development. Zoning, subdivision, and other land use regulations. A study of the legislative, regulatory, and administrative law adjudicatory process within the context of planning and land use as well as comparisons of selective states and localities' processes.

626 Human Settlements. (1) Analytical and comparative history of urban form by way of its human, economic, and cultural influences. Elementary and essential principles of urban design.

627 Ecology of Planning. (1) Overview of principles of ecology essential to sustainable growth, habitat for human and nonhuman life, and the qualitative assessment of development impacts. Fundamental principles of environmental analysis and management in the formulation, implementation, and evaluation of plans.

628 Economics of Planning.

(1) Neoclassical microeconomics applicable to analysis/evaluation of private/public development and urban form. Theories of marginal analysis, present value, and applied optimization explain urban/environmental/international economics; public choice; location theory; and development economics.

Macroeconomic general equilibrium paradigm explains suboptimal resource

allocations, or market failures, leading to variety of market interventions.

629 Planning Analysis Studio. (3)

Analysis and design principles at regional, urban, and local scale, including environmental suitability, land-use locational criteria, and site planning criteria for greenfield or redevelopment sites. Students defend proposals based on analytical and design techniques. Six contact hours.

630 Comprehensive Planning Studio. (3)

Application of substantive skills and knowledge in a comprehensive planning exercise for an urban area, involving fieldwork and a real location. Emphasizes the process by which comprehensive planning decisions are reached. Six contact hours.

Prerequisite: PLAN 521.

631 Studio in Physical Planning. (3)

Application of substantive skills and knowledge in physical planning through the creation of a site plan utilizing fieldwork and a real location. Emphasizes the processes of site planning and analysis. Six contact hours.

Prerequisite: PLAN 583.

632 Studio in Community Development and Enterprise Planning. (3)

Application of substantive skills and knowledge in an enterprise planning exercise for an urban area, involving fieldwork and a real location. Emphasizes the processes of action plans, land development/redevelopment, and community development. Six contact hours.

Prerequisite: PLAN 585 or 586.

636 Theory of Urban Spatial Planning. (3)

Seminar in theories of location and development of principal urban activities including transportation, housing, industry, commercial centers, and public facilities. Implications for urban planning policies.

652 Legal Aspects of Planning Practice. (3)

Introduction for nonlawyers to the legal principles and practices related to planning in public agencies. Includes zoning, subdivision, and other land-use regulations as well as consideration of private property rights versus community objectives.

661 Planning Issues, Theory, and Practice. (3)

Capstone seminar to explore application of theory to planning practice and management.

Issues of planning ethics, citizen participation, styles of planning, and strategies for effective implementation of planning.

Prerequisite: PLAN 691 or 692 or permission of the department chairperson.

690 Planning Portfolio Review. (0)

During the second semester of study and upon selection of ACS each student assembles a professional resume, examples of work, strategic plans for both career and internship, and an outline of a capstone project for review before a panel of faculty and for the purpose of self-assessment and faculty critique and guidance.

691 (669) Planning Paid Internship. (0)

Paid professional work experience of at least 200 hours in an approved planning or development organization; employer supervision/evaluation. Four seminars and coordinated with the faculty review of student portfolios. For accelerated track students completing all other degree requirements during one year; a paper substitutes for the second-year fall semester seminar. Offered credit/no-credit only.

Prerequisite: PLAN 690 and completion of half the required credit hours (24 for standard track; 18 for accelerated track) or permission of the department chairperson.

692 (670) Planning Internship. (0)

Unpaid professional work experience of at least 200 hours in an approved planning or development organization; employer supervision/evaluation. Four seminars and coordinated with the faculty review of student portfolios. For accelerated track students completing all other degree requirements during one year, a paper substitutes for the second-year fall semester seminar.

Prerequisite: PLAN 690 and completion of half the required credit hours (24 for standard track; 18 for accelerated track) or permission of the department chairperson.

693 Customized Area of Study in Urban Planning. (1–9)

Student-customized area of concentrated study (ACS) under the approval and supervision of faculty. The area may include independent study (PLAN 590 Independent Study in Planning), several courses within the department, and the completion of courses of study in disciplines other than urban planning.

(Includes study courses in one of the program's three areas of concentrated study, completing the required 12 credit hours of study in the selected, customized ACS.)

695 Planning Capstone Research Methods. (1) Problem identification; selection of topical area of interest; formulation of specific research/professional report topic and outline; and development of an annotated syllabus.

696 Planning Capstone Research Methods 2. (1) Selection and application of research methods to topic; collection and preliminary analysis of data.

Prerequisite: PLAN 695.

697 Planning Capstone Research Methods 3. (1) Rigorous analysis of

data; and formulation of the paper/report demonstrating topic definition, research methods, preliminary conclusions, and implications of the same.

Prerequisite: PLAN 696.

699 Planning Comprehensive Examination. (0) Passing grade required for graduation. The exit examination evaluates three areas: (1) student competencies across a knowledge range most significant to, and integrative of, planning; (2) student progress consequent to the MURP course of study and relative to PLAN 500; and (3) the learning effectiveness of the MURP program.

Prerequisite: all other degree requirements.

MILLER COLLEGE OF BUSINESS

www.bsu.edu/business

Whiting Building 146, (765) 285-1931

Dean of the College: Lynne D. Richardson

Associate Deans: Rodney Davis, Ray Montagno

Director of Graduate Programs: Inga Hill

MASTER OF BUSINESS ADMINISTRATION

The master of business administration (MBA) degree is designed for the student who seeks an applied and integrated program with flexibility in choice of electives. A unique feature of this program is its availability through interactive television to sites within Indiana and a few other select locations in the United States. Applicants should inquire of the Miller College of Business before applying to determine if the program is offered in their area.

Accreditation

The college is accredited by the AACSB International. All hours transferred to complete the degree must have been taken at AACSB- accredited schools.

The Miller College of Business does not award credit in business courses on the basis of self-acquired competency. The college will not accept the transfer of credit for business courses from other institutions if the credit was awarded on the basis of self-acquired competency.

Admission

Applicants must meet the admission requirements of the Graduate School and must also be admitted to the Miller College of Business. The Miller College of Business Graduate Admissions Committee will consider applicants' previous academic records, scores on the Graduate Management Admission

Test (GMAT), potential leadership qualities, and any other information deemed relevant by the committee.

International Students

In addition to the GMAT, applicants whose native language is not English and who have not received degrees from institutions within the United States are also required to take the Test of English as a Foreign Language (TOEFL).

Prerequisite Requirements

Although no specific undergraduate major is required for admission, the quantitative nature of the MBA program requires that the student possess a strong background in mathematics: college algebra, calculus, and statistics. The student must also possess proficiency in microcomputer applications (spreadsheet, word processing, database, and presentation software), and possess familiarity with the Internet. These competencies will be the responsibility of the student to acquire and will be assumed.

Foundation Courses

The student must possess competence in the foundation fields of accounting, economics, management, operations management, marketing, and finance. The competency can be demonstrated through undergraduate-equivalent courses or by completing the following foundation courses: ACC 501, ECON

509, FIN 500, MGT 500, ISOM 551, and MKG 505.

Foundation courses are completed after students are admitted into the program and, in general, must be completed before work in the 30-hour core program (600-level courses) begins. The Graduate Programs Office in the Miller College of Business will examine each student's undergraduate course work to determine eligibility for exemption from foundation courses. A student with an undergraduate major in business will usually have sufficient background to begin the MBA program.

Degree Requirements

The program requires a total of 30 semester hours including 6 hours of electives. Students may complete a concentration in entrepreneurship, finance, information systems or general management if the appropriate courses are chosen. Courses required to earn the information systems concentration are currently offered on campus only and are not televised.

Students must maintain a 3.0 grade point average in all foundation courses and within the 30 semester-hour program. Also, a grade of C (2.0) or above is required in each course in order to graduate.

PREFIX	NO	SHORT TITLE	CR HRS
Required courses			
MBA	601	Leadership (3)	
	or		
MGT	640	Entrepreneur (3)	3
MBA	611	Stats & Q M	3
	621	Inf Sys	3
	631	Acc Dec	3
	651	Mgrl Econ	3
	661	Mgrl Fin	3
	671	Mkg Mgt	3
	691	Gl Str Mgt	3
Electives			6
			<hr/> 30 hrs

Minor in General Foundations of Business

Admission

The minor is not open to Miller College of Business graduate majors. Students with undergraduate equivalent courses may need course substitutions or may not be eligible for the minor. Students must be admitted to the minor by filing a program of study in the Miller College

of Business. A Miller College of Business graduate advisor will examine each student's undergraduate course work to determine eligibility for the minor.

Contact the Graduate Business Programs office for details.

Degree Requirements

After a program of study is filed with the director of Graduate Business Programs, the candidate must complete at least 12 hours from the following courses.

PREFIX	NO	SHORT TITLE	CR HRS
ACC	501	Fin Acct (3)	
BL	560	Survey B L (3)	
ECON	509	Survey Econ (3)	
FIN	500	Corporation (3)	
MGT	500	Mng Org Beh (3)	
MKG	505	Survey Mrktg (3)	12 hrs

Students must maintain a 3.0 grade point average in the general foundations of business minor. Also, a grade of C (2.0) or better is required for a course to apply to the minor.

Doctoral Cognate in General Foundations of Business

The Miller College of Business offers a single cognate of 15 hours that will satisfy only one of the two required cognates for the doctoral programs. Of these 15 hours, 9 must be taken at Ball State. The Miller College of Business does not offer the large cognate of 24 hours that satisfies all cognate requirements.

PREFIX	NO	SHORT TITLE	CR HRS
ACC	501	Fin Acct	3
ECON	509	Survey Econ	3
9 hours from			
BL	560	Survey B L (3)	
FIN	500	Corporation (3)	
ISOM	551	Op Mgt (3)	
MBA	601	Leadership (3)	
MGT	500	Mng Org Beh (3)	
	661	Hman Res Mgt (3)	
MKG	505	Survey Mrktg (3)	9

15 hrs

CERTIFICATE IN BUSINESS ESSENTIALS FOR PROFESSIONALS

Admission

Applicants must meet the admission requirements of the Graduate School and the certificate requirements of the Miller College of Business.

PREFIX	NO	SHORT TITLE	CR	HRS
ACC	501	Fin Acct	3	
MGT	500	Mng Org Beh	3	
FIN	500	Corporation	3	
MKG	505	Survey Mrktg	3	
				<hr/>
				12 hrs

MASTER OF BUSINESS ADMINISTRATION (MBA)

601 Leadership. (3) Current leadership theory and its relationship to such areas as employee motivation, team building, communication, operational decision-making, ethics, politics, and conflict resolution will be discussed. Cultural differences in leadership and managerial communication will also be examined.

Prerequisite: full admission to a graduate program in the Miller College of Business; MGT 500, ISOM 551, or their equivalents.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

611 Statistics and Quantitative Methods. (3) Use of statistics and quantitative methods for making business and operations management decisions. Applications of probability, hypothesis testing, analysis of variance, correlation, advanced topics in regression analysis, time series analysis and forecasting, linear programming, and simulation.

Prerequisite: ECON 221 or equivalent; ISOM 551; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

621 Information Systems. (3) Enterprise information systems developments and implementation strategies, managerial issues associated with operations of the enterprise, the organizational impact of information systems and projects, and associated human resource issues. Cases and applications of ERP software.

Prerequisite: ISOM 551 or equivalent; full admission to a graduate program of the Miller College of Business.

623 Electronic Commerce. (3) Focuses on the unique issues facing businesses involved in electronic commerce. Specific topics include e-business

models, e-commerce technology, electronic marketing, electronic funds transfer, and e-commerce security and controls.

Prerequisite: MBA 621 or permission; full admission to a graduate program of the Miller College of Business.

624 Integrative Enterprise Resource Planning. (3) Applications of enterprise resource planning systems in several business areas such as accounting systems, customer relationship management, operations and materials management. Utilizes a well-known ERP software system to familiarize students with these applications.

Prerequisite: MBA 621 or permission; full admission to a graduate program of the university.

625 Enterprise Resource Planning Systems. (3) Applications of enterprise resource planning systems in several business areas such as information systems/technology requirements, human resource management systems, and strategic enterprise management. Utilizes a well-known ERP software system to familiarize students with these applications.

Prerequisite: MBA 621 or permission; full admission to a graduate program of the university.

631 Accounting and Decision Making. (3) Study of the concepts and techniques of preparation and use of accounting data by management for planning, control, and decision-making purposes. Production and operations management-related topics will be explored, as well as implications of a global business setting.

Prerequisite: ACC 501 or the equivalent; ISOM 551 or the equivalent; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

651 Economic Analysis for Managers. (3) Apply economic principles to improve the decisions made by managers. Topics include supply and demand, marginal analysis, the impact of market structure (i.e., competitive, monopoly, and oligopoly), and the organization of the firm.

Prerequisite: ECON 509; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

661 Managerial Finance. (3) Provides an in-depth discussion of perspectives and practices of financial management. Focuses on the application of analytical techniques to the firm's short-term and long-term investment and financing decisions in a global context.

Prerequisite: FIN 500 or the equivalent; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

671 Marketing Management. (3) The analysis, planning, implementation, and control of marketing programs by profit and nonprofit organizations as viewed by marketing managers. Topics include the study of pricing policies, promotion, product strategy and liability, market research, supply chain management, international issues, and consumer law.

Prerequisite: full admission to a graduate program in the Miller College of Business; MKG 505 or equivalent.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

691 Global Strategic Management. (3) Integrative application of business knowledge to managerial decisions and action that determine the long-run performance of organizations. Deals with legal and environmental issues, strategy formulation, and strategy implementation in a global setting.

Prerequisite: full admission to a graduate program in the Miller College of Business; 12 hours of MBA core courses.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

699 Internship in Business. (1-3) Professional practice as an intern in an approved program with a business firm, government agency, or nonprofit organization under the supervision of the Miller College of Business. Requires periodic written progress reports that will be evaluated by the assigned faculty member and the intern's supervisor.

Prerequisite: good standing with the university; permission of the director.

A total of 6 hours of credit maybe earned, but no more than 3 in any one semester or term.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

ACCOUNTING

www.bsu.edu/accounting

Whitinger Building 307, (765) 285-5100

Chairperson: Cynthia Van Alst

Graduate Advisor: Mark J. Myring

Graduate Faculty: Duncan, Larson, Ledbetter, Myring, Rowe, Schmutte, Shivaswamy, Van Alst, White, Wrege

MASTER OF SCIENCE IN ACCOUNTING

The master of science in accounting is designed for the accounting student who seeks to meet the statutory

requirements to sit for the Certified Public Accountant (CPA) examination and for the accounting student who wants added depth and breadth in professional preparation.

Accreditation

The college and the undergraduate accounting program are accredited by AACSB International. All hours transferred to complete the degree must have been taken at AACSB-accredited schools.

The Miller College of Business does not award credit in business courses on the basis of self-acquired competency. The college will not accept the transfer of business courses from other institutions if the credit was awarded on the basis of self-acquired competency.

Admission

Applicants must meet the admission requirements of the Graduate School and must also be admitted by the Department of Accounting Admissions Committee. The committee will consider applicants' previous academic records, scores on the Graduate Management Admission Test (GMAT), potential leadership qualities, and any other information deemed relevant by the committee. The committee's decision is always final.

International Students

In addition to the GMAT, applicants whose native language is not English and who have not received degrees from institutions within the United States are also required to take the Test of English as a Foreign Language (TOEFL).

Foundations Courses

The student must possess competency in the foundation fields of accounting, economics, business law, management, operations management, marketing, and finance. The competency can be demonstrated through undergraduate equivalent courses or by completing the following foundation courses: ACC 501, BL 560, ECON 509, FIN 500, MGT 500, ISOM 551, and MKG 505.

As a rule, all foundation courses must be completed before work in the accounting program begins. The Department of Accounting Office will examine each student's foundation course work to determine eligibility for exemption from foundation courses. A student with an undergraduate major in business with a major or concentration in accounting will usually have sufficient background to begin the program.

Degree Requirements

The program requires a total of 18 hours of accounting courses and 12 hours of electives approved by the chairperson of the Department of Accounting. Students must maintain a 3.0 grade point average in all foundation courses and within the 30 semester-hour program. A grade of C or above is required in each course in order to graduate.

PREFIX	NO	SHORT TITLE	CR	HRS
ACC	510	Adv Top Tax	3	
	540	Adv Fin Acc	3	
	625	Tax Plan Res	3	
	650	Attest Prin	3	
	690	Sem Prof Iss	3	
Accounting electives				
ACC	660	Int Acc (3)		
	665	Seminar Mgt (3)		
	675	Seminar Thry (3)	3-6	
				18-21
9-12 hours of graduate business courses approved by the department chairperson or program advisor				9-12
				30 hrs

ACC 510 not allowed if student has credit in ACC 410. ACC 540 not allowed if student has credit in ACC 440.

ACCOUNTING (ACC)

501 Financial Accounting. (3) Explores fundamental issues in financial accounting and external reporting from a manager's perspective. Develops skills necessary to interpret financial information.

Prerequisite: full admission to a graduate or certification program of the university.

Not open to students who have credit in ACC 201 or equivalent.

Not applicable toward the credit hours required for graduate degrees in the Miller College of Business.

510 Advanced Topics in Taxation. (3) A study of federal taxes of business income of corporations, partnerships, exempt entities, and estates and trusts. Includes the use of tax reference materials and tax services.

Prerequisite: ACC 401; full admission to a graduate program of the university.

Not open to students who have credit in ACC 410.

Open only to MS in accounting majors or by permission of the department chairperson.

540 Advanced Financial Accounting. (3) Special accounting problems related to business combinations, consolidated financial statements, fiduciary accounting, international accounting, and partnership accounting.

Prerequisite: ACC 302; full admission to a graduate program of the university.

Not open to students who have credit in ACC 440.

Open only to MS in accounting majors or by permission of the department chairperson.

625 Tax Planning and Research. (3) A study and analysis of strategic tax issues and problems emphasizing tax planning and research methodology and computer assisted tax research.

Prerequisite: ACC 410 or 510; full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

630 Accounting Information Systems. (3)

A study of data management situations unique to the accounting function as well as other data management resources and applications in organizations. Focuses on understanding how to design, implement, and manage effectively the accounting applications and data resources.

Prerequisite: ACC 306; full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

650 Attestation Principles and Practices. (3)

Attestation services provided by the external auditor. Topics include auditing standards and procedures, reporting responsibilities, and ethical and professional responsibilities.

Prerequisite: ACC 451; full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

660 International Accounting Issues. (3)

A study of the internal and external uses of accounting in an international environment. Major emphasis on accounting and managerial issues of multinational corporations such as currency translation, financial reporting and disclosure, transfer pricing, standards setting, and current issues.

Prerequisite: ACC 302; full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

665 Seminar in Management Accounting. (3)

Topics important to controllership. Discussion topics range from a historical perspective of management accounting to current items affecting the accumulation, analysis, and reporting of financial information.

Prerequisite: ACC 306 or MBA 631; full admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

675 Seminar in Accounting Theory. (3)

The evolution and development of financial accounting theory. Current issues in accounting theory, practice, and financial reporting.

Prerequisite: ACC 302; full admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

690 Seminar in Professional Issues. (3)

Capstone of the MS program covers topics relevant to the public accounting profession and concentrates on current issues.

Prerequisite: ACC 302; full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

697 Independent Study in Accounting. (1–3)

Some special phase of accounting studied in depth. The topics selected, methods of study, and credit hours must be approved by the department.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 3 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

ECONOMICS

www.bsu.edu/economics

Whiting Building 201, (765) 285-5360

Chairperson: Tung Liu

Graduate Faculty: Cheng, Coelho, Green, Horowitz, Keil, Liu, McClure, Shupp, Spector, Van Cott, Yoho

ECONOMICS (ECON)

509 Survey of Economics. (3) Micro- and macroeconomics for those without economics credit at the undergraduate level. Satisfies the prerequisite of courses requiring ECON 201 and 202, but is not acceptable as credit for meeting the requirements of any graduate degree in business administration. May not be used to satisfy an economics major area requirement for the master of arts in education degree.

Not applicable toward credit hours required for graduate degrees in the Miller College of Business.

Not open to students who have credit in ECON 201, 202.

511 Environmental Economics. (3) The application of economic principles to environmental problems. Emphasizes application of the economist's decision-making model to environmental issues and the advantages and shortcomings of the economist's analysis.

Prerequisite: ECON 201 or 509 and 6 hours of credit in natural resources and environmental management, NREM 101, or permission of the department chairperson.

Not open to students who have credit in ECON 311; NREM 303 or 503.

524 Introduction to Econometrics. (3) Quantitative methods in economic research. Emphasizes construction of economic models and testing of their predictive power. Topics include correlation and regression techniques and the specific problems that arise in applying these to economic data.

Prerequisite: ECON 201, 202, 221; MATHS 132 or its equivalent.

Not open to students who have credit in ECON 424.

541 The Theory of Monetary Policy. (3)

A theoretical presentation of how the board of governors of the Federal Reserve System modifies the economic climate within which the institutions of the nation operate and of the problems of government finance as they relate to the board's goal of general economic stability.

Prerequisite: ECON 201, 202.

Not open to students who have credit in ECON 441.

545 Economics of Government

Budgets. (3) Analysis of economic theory behind alternative methods of financing government budgets and debt management. Emphasizes economic consequences of budgets by examining incidence, shifting, and incentives regarding provision of public services and alleviation of economic insecurity. Inflation as tax is considered.

Prerequisite: ECON 201, 202.

Not open to students who have credit in ECON 345.

547 Health and Economics. (3)

Examines how institutions and incentives affect the health care choices people make. Topics include the demand and supply of medical care, the effects of health insurance, professional licensing, pharmaceutical regulations, and government involvement in health care.

Not open to students who have credit in ECON 347.

581 Workshop on Economic Education.

(1-3) Designed to give the teacher who is not a specialist in economics an understanding of the American economy and to suggest specific techniques by which this understanding can be integrated into the teaching of other subjects at all levels of instruction.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

585 Urban Economics. (3) The systematic economic structure of the city and its component parts. The ways in which the economic structures of cities and regions obstruct or facilitate the attainment of the goals of the communities.

Prerequisite: ECON 201, 202.

Not open to students who have credit in ECON 485.

592 Readings and Directed Study in Economics. (1–3) Students will pursue their interests in specialized economics subjects under the direction of a member of the economics staff. Topics different from or studied in greater depth than those treated in other economics courses.

Prerequisite: 6 hours of credit in economics.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

595 Seminar in Economics. (1–3) Economic problems and issues of special interest to students and the instructor. Permits in-depth studies of topics not formally treated in other courses, thereby exposing interested students to a wider variety of economic problem-solving situations.

Prerequisite: ECON 201, 202, or 509; permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Not open to students who have credit in ECON 495.

607 Labor Relations and Collective Bargaining. (3) Collective bargaining as a system of industrial relations in which labor and management together determine the terms and conditions of employment. Topics are grouped and studied in the following sequence: the environment of bargaining, contract negotiation, contract administration, and new frontiers in bargaining.

Prerequisite: ECON 201, 202 or their equivalent.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

610 Advanced Topics in Managerial Economics. (3) Focuses on combining economic theory and econometrics to analyze and present solutions in written and oral formats to a variety of actual business problems, including case studies involving local firms and government agencies.

Prerequisite: ECON 524, or permission of the instructor.

615 International Economics. (3) Classical and modern theories of exchange rates, gains from trade, factor movements, international money markets, and barriers to trade. Includes analysis of international commercial policy.

Prerequisite: ECON 201, 202 or equivalent, or permission of the department chairperson.

Open only to students who have been admitted to a university graduate program.

FINANCE AND INSURANCE

www.bsu.edu/insurance

Whiting Building 301, (765) 285-5201

Chairperson: Howard Hammer

Graduate Faculty: Athavale, Avila, Benkato, Groeber, Mantripragada, Rathinasamy, Sundaram, Zivney

BUSINESS LAW (BL)

560 Survey of Business Law. (3) The nature, role, and historical development of the law: the structure and operation of our legal system. The essential elements of tort, contract, agency, and partnership law.

Prerequisite: full admission to a graduate program of the university.

Not open to students who have credit in BL 260.

597 Independent Study in Business Law. (1–6) Some phase of business law studied in depth. The topic selected, methods of study, and credit hours allowed must be approved by the department chairperson.

Prerequisite: full admission to a graduate program of the university and permission of the department chairperson.

A total of 6 hours of credit may be earned.

663 Commercial and Business Organization Law. (3) Principles of business law applicable to business organizations. The Uniform Commercial Code and creditors' rights including bankruptcy and property law.

Prerequisite: BL 260 or 560; full admission to a graduate program of the university.

665 Law, Ethics, and Public Policy in Business. (3) Introduces principles of business ethics, with focus on legal, public policy, and ethical issues facing private enterprise. Topics include business responsibility to the public, the environment, consumers, shareholders, employees, suppliers, and others, as today's manager must balance profitability, ethical responsibility, good corporate citizenship, and risk of legal liability.

FINANCE (FIN)

500 Corporation Finance. (3) Principles underlying the financial management of nonfinancial corporations. Topics include: goals of the firm; financial planning, forecasting, and control; principles of valuation; investment decisions under certainty and uncertainty; capital structure decisions and cost of capital; dividend policy; management of current assets; sources of short-term funds and security law.

Prerequisite: full admission to a graduate or certification program of the

university; ACC 201 or 501 or equivalent.

Not open to students who have credit in FIN 350 or equivalent.

Not applicable toward the credit required for graduate degrees in the Miller College of Business.

645 Business Analysis For Value Creation. (3) Provides a conceptual framework for business analysis and examines the valuation fundamentals of a business. Topics include: financial analysis, managing privately held firms, entrepreneurial finance, capital budgeting, and structure.

Prerequisite: FIN 500 or the equivalent; full admission to a graduate program in the Miller College of Business.

Open only to students with full admission to a graduate program in the Miller College of Business.

650 Investment Management. (3) Introduction to investments, securities markets, transactions in stocks and bonds, market efficiency, risk, utility, portfolio theory, valuation and analysis, options, and futures markets.

Prerequisite: FIN 500 or equivalent; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

680 Global Financial Policy. (3) Capstone examination of the financial management of the global firm. Emphasizes the firm's strategic use of market imperfections when operating in a risky international environment. Explores how exchange rate management adds another dimension to managing the global firm and creates profit opportunities.

Prerequisite: FIN 500 or equivalent; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

697 Independent Study in Finance. (1–6) Designed for academically qualified students who wish to study some phase of finance. An intensive individualized program of reading, research, or analysis of various finance topics under the guidance of a faculty member.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 6 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

RISK MANAGEMENT AND INSURANCE (RMI)

570 Insurance. (3) Theory of risk and how risk is shared through fire, transportation, casualty, and life insurance and through fidelity and surety bonds, with a historical and legal background.

Prerequisite: full admission to a graduate program of the university.

Not open to students who have credit in RMI 270.

597 Independent Study in Insurance.

(1–6) For academically qualified students: study of some selected phase of insurance. An intensive individualized program of reading, research, or analysis of various insurance topics under the guidance of a faculty member.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

www.bsu.edu/management

Whitinger Building 203, (765) 285-5227

Chairperson: Thomas M. Harris

Graduate Advisor in Business Education: Betty Brown

Graduate Faculty: Ahmed, Alexander, Brown, Chalupa, Chen, Davis, Harris, Kitchens, Sharma, Truell, Tunc

PROGRAMS

Master of arts in education (MAE) in business education

MASTER OF ARTS IN EDUCATION

Admission

Applicants must meet the admission requirements of the Graduate School and must be formally admitted into the Miller College of Business. The Miller College of Business Graduate Admissions Committee will consider applicants' academic records, scores on the Graduate Management Admission Test (GMAT), potential leadership qualities, and any other information deemed relevant by the committee. The committee's decision is always final.

Degree Requirements

The MAE in business education requires the completion of a common body of knowledge in addition to at least 30 hours of graduate credit. The common body of knowledge includes one course each in finite mathematics; statistics; business law; computer science; microeconomics; macroeconomics; and principles of finance, management, and marketing; and two courses in accounting. These courses must have been successfully completed in the candidates' undergraduate degree programs or must be completed while they are working toward master's degrees.

Business Education

A candidate for a business education degree may earn it either through a

major in postsecondary business education or through a major in business education with a vocational endorsement.

Postsecondary Business Education

PREFIX	NO	SHORT TITLE	CR	HRS
BED	615	Post Sec Bus	2	
	617	Adm Sup B Me	3	
	625	Prob Bus Ed	3	
6 hours from approved BED or Miller College of Business electives				
Research requirement				
BED	616	Re Meth B Me (3)		
	or			
RES	697	Research Ppr (1-3)		
	or			
THES	698	Thesis (1-6)	3-6	
Professional education core				
EDAC	634	Adlt Learner	3	
	631	Adlt Com Ed (3)		
	or			
EDHI	640	Comm Col (3)	3	
	602	Amer Col Stu (3)		
	or			
	611	Tch Cur H Ed (3)	3	
Approved electives			1-4	
				30 hrs

Students seeking to professionalize a standard license in business education must complete the requirements noted on page 263. Students who wish to professionalize minors must contact advisors in the minor departments for information on required courses.

Business Education with Vocational Endorsement

PREFIX	NO	SHORT TITLE	CR	HRS
Course requirements				
BED	592	Lab/Coop Pgm	3	
	593	Phil Org Adm	3	
	594	Survey Voc Ed	3	
	600	Intern Be (1)	0-1	
	(unless waived by the department)			
	620	Inst Tec	3	
	622	Inst Bus Mkt	3	
Research requirement				
BED	616	Re Meth B Me (3)		
	or			
RES	697	Research Ppr (1-3)		
	or			
THES	698	Thesis (1-6)	3-6	
Professional education core (one course from each category)			9	
Minors and electives			0-3	
				30 hrs

All major programs require departmental approval. Only candidates who have appropriate undergraduate degrees may enroll.

To teach vocational business courses in secondary schools in Indiana, a candidate must have a special endorsement that requires the completion of specified courses, 1,000 hours of business experience, and two years of secondary teaching experience. To teach business data processing courses in secondary schools in Indiana, a candidate must have an endorsement in business data processing, which requires the completion of specified courses in business data processing.

BUSINESS EDUCATION (BED)

551 Practicum in Business and Marketing Education. (1-6) Supervised experience in curriculum planning and development of instructional materials for business and marketing education.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

582 (596) Improvement of Instruction in Marketing Subjects. (3) For the person with a baccalaureate degree in a discipline other than marketing education who is seeking licensure as a marketing education teacher/coordinator.

Prerequisite: EDSEC 380 or equivalent; full admission to graduate program of the University.

Open only to students seeking marketing education certification.

592 Managing In-School Laboratory and Cooperative Business/Marketing Programs. (3) For in-service teachers in business and marketing. Special techniques and knowledge for managing in-school laboratory and business, career and technical, marketing, and interdisciplinary cooperative education programs.

Prerequisite: methods course in teaching business, marketing, or career/technical education; full admission to a graduate program of the university or permission of the department chairperson.

593 Philosophy, Organization, and Administration of Vocational Education. (3) The principles upon which vocational education is organized, administered, and

supervised; federal and state regulations; agencies that provide delivery systems for vocational education; relationship of vocational education to career education, vocational rehabilitation, and programs for persons with special needs.

Prerequisite: a course in methods of teaching or permission of the department chairperson and full admission to a graduate program of the university.

594 Survey of Vocational Education Program Areas. (3) An overview of the six program areas in vocational education. Includes program administration and supervision, objectives, the occupations for which training is offered, curricula, equipment and facilities, student selection, in-school laboratories, field-training opportunities, and youth organizations.

Prerequisite: BED 393 or BED 593 and a methods course in teaching business subjects or teaching marketing subjects or permission of the department chairperson and full admission to a graduate program of the university.

600 Internship in Vocational Business Education. (1) Approved full-time employment in an office where students perform a variety of duties under departmental supervision. Requires a minimum of 500 hours of approved, supervised, paid employment during a semester and submission of various employment reports to the supervisor by employer and intern.

Prerequisite: full admission to a graduate program of the university.

Open only to students seeking the Indiana vocational business education endorsement.

602 Internship in Marketing Education. (1–4) Full-time employment in an approved marketing occupation under departmental supervision. Students perform a variety of duties for a broad view of marketing occupations. Each hour of credit requires 375 hours of approved employment and submission of various reports by the employer and intern.

Prerequisite: full admission to a graduate program of the university.

A total of 4 hours of credit may be earned.

Open only to students seeking licenses as marketing education teacher-coordinators.

605 Professional Internship in Adult and Postsecondary Business Education. (1–3) A field assignment, under departmental supervision, involving teaching one or more business subjects at the postsecondary or adult education level, the submission of weekly instructional plans, and attendance at a related weekly seminar.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 3 hours of credit may be earned.

Not open to students with business education or marketing education teaching licenses.

615 Postsecondary Business and Marketing Education Methodology. (2) Adult and postsecondary business and marketing education. Learner needs and characteristics, objectives, curricula, facilities, appropriate teaching methodology, evaluative measures, funding, and procedures for effecting viable adult and postsecondary programs.

Prerequisite: full admission to a graduate program of the university.

Open only to students pursuing business education or marketing education licenses or vocational directors' licenses.

616 Research Methods in Business Education and Marketing Education. (3) The concepts and methodology used in business education and marketing education research; introduction to research design, methodology, research limitations, and proposal preparation; analysis of completed research in business education and marketing education; determination of need research.

Prerequisite: 9 hours of credit in the major and full admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

617 Administration and Supervision of Business and Marketing Education. (3) The purposes, functions, and principles of administration and supervision of business education and marketing education. Uses case studies and simulations to solve business education and marketing education problems

under conditions of uncertainty. Uses problem solutions to teach decision making, organization planning, and strategy formulation. Normally taken during the last semester of residence in the graduate program.

Prerequisite: a secondary teaching certificate in business or marketing education or admission to a graduate program in any vocational area and full admission to a graduate program in the university.

620 Improvement of Instruction in Technology for Business and Marketing Programs. (3)

Research, issues, strategies, and methods of teaching technology and communications in business and marketing education programs; planning for secondary and postsecondary business and marketing education programs.

Prerequisite: full admission to a graduate program of the university.

Open only to students licensed to teach business and/or marketing education or those admitted to an approved program to qualify for a business and/or marketing education teaching license.

622 Improvement of Instruction in Basic Business and Marketing Courses. (3)

For in-service teachers in business and marketing. Methods, materials, and strategies for teaching basic business and marketing courses.

Prerequisite: full admission to a graduate program of the university.

Open only to students licensed to teach business and/or marketing education or those admitted to an approved program to qualify for a business and/or marketing education teaching license.

624 Advanced Cooperative and Project-Plan Marketing Education. (2)

Techniques for improving and refining cooperative and project-plan marketing education programs. Encompasses the development, operation, and evaluation of cooperative education and project plan approaches including marketing education laboratories and school stores.

Prerequisite: full admission to a graduate program of the university.

Open only to students licensed to teach marketing education.

625 Problems and Issues in Business Education. (3)

Identification of the problems in constructing curriculum and implementing sound business education at all levels and a study of

possible solutions; assessment of the significance of legislative, economic, and societal events in business education decision making.

Prerequisite: a business teaching license or permission of the department chairperson and full admission to a graduate program of the university.

627 Seminar in Business and Marketing Education. (1–3)

Individual investigation into current problems, issues, and developments in business and marketing education. Assigned readings and conferences.

Prerequisite: full admission to a graduate program of the university.

A total of 3 hours of credit may be earned.

628 Workshop in Business Education or Marketing Education. (1–8)

Curriculum planning; test construction; preparation of film and other visual aids, enrichment materials, and resource units; and similar concerns.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 8 hours of credit may be earned.

650 Independent Study. (1–5)

For graduate students with excellent academic records. Studies in some phase of business education, marketing education, or office administration. The project selected, methods, and credit hours must be approved by the department chairperson and supervising faculty member.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 5 hours of credit may be earned, none of which may be counted toward a teaching major in business education.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT (ISOM)

531 Operations Research. (3) Basic management science concepts and techniques for managerial decisions including linear programming, network problems, decision analysis, and computer implementation of these models to solve practical problems.

Prerequisite: ECON 221 or equivalent; full admission to a graduate program of the university.

533 System Simulation. (3) Concepts and techniques of system modeling and simulation using computers. Includes computer simulation languages, statistical elements of simulation, and application of computer simulation to various practical business situations in manufacturing and service sectors.

Prerequisite: ECON 221; ISOM 351.

551 Operations Management. (3) Discusses methods and models for managing the operations function in service and manufacturing organizations. Topics include operations strategy, forecasting, operations planning and control, materials and inventory management, operations and staff scheduling, and quality management.

Prerequisite: ECON 221 or equivalent; full admission to a graduate program of the university.

Prerequisite or parallel: MGT 500.

Not open to students who have credit in ISOM 351 or equivalent.

600 Negotiations. (3) Examination of negotiation theories and practices in competitive business situations. Participative activities to evaluate negotiation process, develop confidence for participating in negotiation and conflict management, and analyze the behaviors of others in competitive settings. Students will develop effective negotiation skills and strategies through case discussions and negotiation simulations.

Prerequisite: MGT 500 or equivalent; admission to a graduate or certification program of the university.

612 Systems Analysis and Design. (3) Concepts and techniques for the analysis of information needs, specification of system requirements, system development life cycle, and the design, development, and implementation of computer-based information systems in organizations including structured and prototype approaches.

Prerequisite: MBA 621 or ICS 601.

613 Systems and Data Management: Analysis and Design. (3) Concepts and techniques for the analysis of information needs. Specification of data structures and system requirements in the design, development, and implementation of computer-based data management systems including structured and prototype development of commercial database management systems.

Prerequisite: MBA 621 or ICS 601; full admission to a graduate program in the Miller College of Business.

Open only to Miller College Business students or by permission of the Miller College of Business director of graduate programs.

614 Decision Support Systems. (3) Decision support systems as tools for improving managerial decision making. Strategies for designing decision support systems for various managerial functions. Case studies and commercially available software are used to solve practical problems.

Prerequisite: MBA 621 or ICS 601; ISOM 321 or MBA 611; admission to a graduate program.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

615 Information Resource Management. (3) Concepts and techniques of information resource planning and management including a discussion of the design, development, operation, and evaluation of information resource planning strategies in the context of corporate plans and objectives.

Prerequisite: MBA 621; admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

617 Distributed Information Systems for Business. (3) Concepts and techniques for analyzing business information needs of various organizations including teleprocessing networks, design of information networks, and the implementation of communication systems to meet the needs of end-user computing and distributed data processing functions.

Prerequisite: MBA 621; admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

618 Information Systems Security. (3) Using case studies of hacking attacks, students will unravel the method of attack and explain the security countermeasures that defend against hackers. Learn how to formulate a comprehensive security policy,

including password policy and incident handling, and how to identify, update, and implement a security policy in organization. Areas covered include: vulnerabilities of the major network systems, from OS to architecture and protocols; protecting against hacker attacks; analysis of network traffic and log files to detect intrusion signatures.

Prerequisite: MBA 621 or permission; full admission to a graduate program of the university.

619 Information Systems: Strategy and Applications. (3) Application of information systems concepts, database systems, and related techniques to practical situations selected from public and private sectors, including a discussion of implementation strategies of these concepts and techniques. Requires the completion of a major project.

Prerequisite: ISOM 613 or 617 or equivalent.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

653 Operations Scheduling and Inventory Management. (3) Basic theoretical, computational, and applied elements of aggregate scheduling and inventory management in manufacturing and service industries, including aggregation and disaggregation of production plans and deterministic and stochastic inventory management models and systems.

Prerequisite: ISOM 551 or equivalent; admission to a graduate program.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

654 Project Management. (3) Concepts and techniques addressing the project scope definition; plan development and execution; sequencing, scheduling, and controlling activities for timely completion of projects.

Prerequisite: MGT 500 or permission; admission to a graduate program of the university.

Not open to students who have credit in ISOM 300.

655 Quality Management. (1-6) Systems for assuring, controlling, and managing quality of goods and services including the total quality control concept,

application of statistical techniques to problems of planning, feedback, and enhancement of process performance and operations effectiveness.

Prerequisite: ISOM 551 or equivalent; full admission to a graduate program in the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

659 Operations Strategy: Problems and Implementation. (3) Integration of various principles, concepts, and techniques for solving operations management problems in manufacturing and service sectors. Includes developing an integrated operations strategy, analysis of cases, and the completion of a major project involving research and investigations.

Prerequisite: ISOM 551 or equivalent; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

695 Advanced Topics in Information Systems and Operations Management. (1-9) Exploration of advanced topics in information systems and operations management of interest to faculty and students.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

697 Independent Study in Information Systems and Operations Management. (1-6) Supervised study of some phase of information systems and operations management in depth. The topic selected, methods of study, and credit hours allowed must be approved by the department chairperson and the supervising faculty member.

Prerequisite: permission of the department chairperson; full admission to a graduate program of the university.

A total of 6 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

698 Seminar in Information Systems and Operations Management. (1-4)

Group or individual investigation into current problems, issues, and developments in information systems and operations management. Assigned readings and conferences.

Prerequisite: permission of the department chairperson; full admission to a graduate program of the university.

A total of 4 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

699 Internship in Information Systems and Operations Management. (1-6)

Actual job experience in an organization with a continuing cooperative information systems and operations management program. Requires periodic written progress reports that will be evaluated by the assigned faculty member and the intern supervisor from the hiring organization. The topic selected will depend on the student's option.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

MARKETING AND MANAGEMENT

www.bsu.edu/marketing

Whitinger Building 205, (765) 285-5180

Co-Chairpersons: Joseph Brown, Brien Smith

Graduate Faculty: Avila, Borna, Bott, Goldsby, Hill, Hornsby, Inks, Montagno, Richardson, Smith, Vann

MASTER OF SCIENCE IN MANAGEMENT

There is a college moratorium on admission to this degree.

MARKETING (MKG)

505 Survey of Marketing. (3) A survey of marketing that reflects the social, economic, and international challenges facing marketing managers. Examines the roles of marketing in both society and business.

Prerequisite: full admission to a graduate or certification program of the university.

610 Business and Sustainability. (3)

Examines business activity from an input-process-output perspective. Addresses design, materials flows, production, distribution, usage, and end-of-life disposition of materials throughout the life cycle of products and services and their impacts on resources and the integrity of

environmental, social, and economic systems necessary for long-term human activity and quality of life.

Prerequisite: full admission to a graduate program of the university.

630 The Marketing of Professional Services: A Personal Practice

Development Approach (3) Focus on strategic marketing planning critical to success of service providing and not-for-profit organizations. Emphasis on understanding how world-class service organizations satisfy customers with sound relationship strategies. In addition to traditional marketing strategies, presents unique characteristics of services that require marketing strategies.

Prerequisite: full admission to a graduate program of the university; MKG 505 or its equivalent.

655 Business Research Methods. (3)

Focuses on collecting, organizing, and using data as an aid to making

managerial decisions. Business research and information gathering methods include design, development, information gathering, data interpretation, reporting, and strategic use of research findings. Students gather data from corporate sources, visits to Internet sites, field projects, or library files.

Prerequisite: full admission to a graduate program of the university.

697 Independent Study in Marketing. (1–3) For graduate independent study in some phase of marketing. May consist of an experiment, library research, or the analysis of current marketing practices and methods.

Prerequisite: MKG 300 or 505, permission of the department chairperson, and full admission to a graduate program of the university.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

MANAGEMENT (MGT)

500 Managing Organizational Behavior. (3) Examines theoretical and practical foundations of managing organizational behavior. Discusses functions of management, principles of individual and group behavior, human resource management/law, special issues of managing behavior in organizations, including quality of work-life, and ethical and social responsibility.

Prerequisite: admission to a graduate or certification program of the university.

Not open to students who have credit in MGT 300 or equivalent.

Not applicable toward the credit hours required for graduate degrees in the Miller College of Business.

598 Seminar in Management Practices. (3) Intended for nonbusiness graduate students. Covers current topics related to management issues in various settings. Methods may include lectures, discussions, group projects, site visits, and individual research.

Prerequisite: permission of the department chairperson.

Not applicable toward any graduate degree in the Miller College of Business.

601 International Issues in Marketing and Management. (3) Discussion of business strategies in global industries within economic, political, and

international firms. Topics include strategic management processes, methods, policies, and entry strategies for marketing overseas. Based on case studies and/or projects.

Prerequisite: full admission to a graduate program of the university; MGT 500, MKG 505 or their equivalents.

620 Management and Marketing of Emerging Technologies. (3) Focuses on the strategic management of technology-based innovation in the firm, and the marketing of such technologies globally. Includes business theories and concepts in the business-to-business and business-to-consumer markets. Specific topics include communication technologies, biotechnology, genetic engineering, and nanotechnology.

Prerequisite: full admission to a graduate program of the university; MGT 500, MKG 505 or their equivalents.

640 Entrepreneurship: Contemporary Development. (3) Overview of conditions related to the creation and development of new ventures, including innovation in entrepreneurship, prestart-up, start-up, survival, growth, and transition stages of venture development.

Prerequisite: completion of all MBA foundation courses or their equivalents; full admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

642 Financing for New and Emerging Ventures. (3) Study of various financial considerations of venture creation including the sources of capital, components of financial management, venture and risk capital, and traditional and contemporary modes of investment in new start-ups.

Prerequisite: MGT 640.

646 Family Business Management. (3) Study of critical concerns in managing family-owned operations including business effects of family dynamics; planning for succession; selecting, managing, and developing employees; developing organizational culture; ensuring continuity; and using a board of directors to implement strategic decisions.

Prerequisite: MGT 640.

647 Corporate Entrepreneurship. (3) In-depth study of the intrapreneurship

process including its necessity in corporate growth and innovation, development of professional venture plans, and techniques for implementing intrapreneurial projects.

Prerequisite: MGT 640; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

649 Entrepreneurial Strategy. (3)

Integration of various principles, concepts, and theories of entrepreneurship including a critical analysis of various theories and the completion of a major field project under the guidance of an approved faculty member.

Prerequisite: MGT 647; full admission to a graduate program in the Miller College of Business.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

661 Human Resources Management. (3)

Emphasizes the basic functions of human resource management including planning, job analysis, selection, training, compensation, evaluation, safety, labor relations, and international issues. A combination of lecture, discussion, applied exercises, and case analysis will be employed.

Prerequisite: MGT 500 or equivalent; full admission to a graduate program of the university.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

695 Advanced Topics in Management. (1–9)

Exploration of advanced topics in management of interest to faculty and students.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned. May be repeated for credit for different topics.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

697 Independent Study in

Management. (1–6) Supervised study of some phase of management in depth. The topic selected, methods of study, and credit hours allowed must be approved by the department chairperson and the supervising faculty member.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 6 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

698 Seminar in Management. (1–4)

Group or individual investigation into current problems, issues, and developments in management.

Assigned readings and conferences.

Prerequisite: permission of the department chairperson and full admission to a graduate program of the university.

A total of 4 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

699 Internship in Management. (1–6)

Actual job experience in an organization with a continuing cooperative management program. Requires periodic written progress reports that will be evaluated by the assigned faculty member and the intern supervisor from the hiring organization. The topic selected will depend on the student's option.

Prerequisite: completion of all course work for the MS in management and permission of the department chairperson.

A total of 6 hours of credit may be earned.

Open only to Miller College of Business students or by permission of the Miller College of Business director of graduate programs.

COLLEGE OF COMMUNICATION, INFORMATION, AND MEDIA

www.bsu.edu/ccim

Ball Communication Building 237, (765) 285-6000

Dean of the College: Roger Lavery

Associate Dean: Jacquelyn J. Buckrop

INTERDEPARTMENTAL

NEWS (NEWS)

585 Advanced News Seminar. (3)

Exposes students to multimedia

storytelling. Working in teams, students produce integrated news or features presentations for varied media.

COMMUNICATION STUDIES

www.bsu.edu/commstudies

Arts and Communications Building 414, (765) 285-1882

Chairperson: Michael Holmes

Director of Graduate Studies: Glen Stamp

Graduate Faculty: Bauer, Buckrop, Byers, Chesebro, Flint, Holmes,

Klingel-Dowd, Messner, Meyer, O'Hara, Rutter, Skinner, Smith, Stamp

PROGRAM

The graduate program of the Department of Communication Studies offers students the opportunity to pursue advanced study in many facets of communication studies, including rhetorical studies, communication education, and applied and organizational communication. The master of arts in communication studies may serve as a terminal degree, as preparation for additional graduate study, or for professionalizing the standard secondary school teaching license. The master of arts degree in communication studies can be completed in two years.

MASTER OF ARTS IN COMMUNICATION STUDIES

Admission

Applicants must meet the admission requirements of the Graduate School.

Degree Requirements

- Candidates are required to complete either a thesis or comprehensive exams. If pursuing a thesis, students must enroll in THES 698, submit an approved thesis, and successfully complete an oral defense of that thesis. Candidates who elect to pursue comprehensive exams must successfully complete both a written exam and the oral defense of that exam.
- Candidates who elect to take RES 697 must submit and have approved a scholarly research paper and successfully complete both written and oral comprehensive exams.
- Applicants are required to complete the Graduate Record Exams (GRE) to be eligible for admission into the program.

PREFIX NO SHORT TITLE CR HRS

Core requirements

COMM 601	Intr Com Std	3
602	Quan Resrch	3
605	Qual Resrch	3
660	Comm Theory	3

Electives

Communication Liberal Arts and Sciences (CLAS) option, 15 hours

COMM 611	Rhet Theory	3
612	Rhet Crit	3
635	Intpers Comm	3
640	Intper Cntxt	3

610	Persuasion (3)	
or		
614	Cont Rhet (3)	3
		36 hrs

Organizational and Professional Communication Development (OPCD) option, 15 hours

COMM 650	Comm Train	3
651	Org Process	3
652	Org Systems	3
653	Comm Consult	3
669	Prof Exper	3
		36 hrs

Courses required for one communication studies option (i.e., CLAS or OPCD) can serve as elective courses for students enrolled in the other option.

COMMUNICATION STUDIES (COMM)

601 Introduction to Communication Studies. (3) Introduction to theory and research in communication studies through survey, discussion, and evaluation of historical and current trends, theoretical perspectives, and research exemplars. Includes research writing styles, critical reading, and literature searches. Designed for beginning graduate students in communication studies.

Prerequisite: permission of the department's director of graduate studies.

602 Quantitative Research in Communication. (3) Explores quantitative research methods and statistics used in communication inquiry. Intended to enable students to understand, evaluate, design, and conduct research. Students will master basic techniques in data analysis and interpretation.

Prerequisite or parallel: COMM 601.

605 Qualitative Research in Communication. (3) Provides an understanding of how communication research is conducted in natural settings using qualitative research methods. Covers a variety of interpretive techniques designed to describe, decode, and interpret naturally occurring communicative phenomena in many social contexts.

Prerequisite or parallel: COMM 601.

610 Studies in Persuasion. (3) Current theories, research, and practice in persuasion and social influence. Variables affecting implementation of persuasive principles and strategies.

611 Theories of Rhetoric. (3) Comprehensive survey of the principle figures, theories, and movements in rhetoric from the classical period to the present. Relationships between rhetoric and political, social, and personal decisions are explored.

612 Rhetorical Criticism. (3) The description, analysis, interpretation, and evaluation of persuasive uses of symbols. Theories and methods of selected classical and modern critics are explored.

614 Contemporary Rhetoric and Public Issues. (3) Use contemporary understandings of rhetoric to explore organized public discourse common to a democratic society. Specific rhetorical constructs will be used to examine the deliberation of issues as they relate to selected historical periods, institutions, campaigns, movements, crises, and programs.

620 Classical Rhetoric Theory. (3) Explores the roots of rhetorical theory development by examining contributions of important theorists such as Isocrates, Plato, Aristotle, Cicero, and Quintilian. Designed to offer insight into persuasion's role within Greek and Roman cultures and its influence on modern society.

625 Interviewing. (3) The principles and types of interviews, with application of the principles in informational, employment, appraisal, and counseling interviews. Resumes, placement papers, job applications, interviews, and follow-ups.

Not open to students who have credit in COMM 325.

635 Interpersonal Communication. (3) Contemporary theories, models, and pertinent research related to the communication process in relatively unstructured face-to-face settings. Understanding message exchanges between people and their influence on social interaction. Topics include communication models, perception, symbols, systems, self-concept, attitudes, meaning, and nonverbal messages.

640 Interpersonal Communication in Contexts. (3) Extensive and in-depth

study of state-of-the-art scholarship in interpersonal communication. Survey of contemporary theoretical and applied social science literature pertaining to human interaction.

650 Communication Training in Organizations. (3) Application, research, and theory pertinent to oral communication in business and the professions. Emphasizes the development of effective oral communication skills in business and the professions.

651 Organizational Communication: Interpersonal and Intrapersonal Processes. (3) Application of research and theory in interpersonal and intrapersonal processes in organizations. Emphasizes practical approaches to determining the causes of communication problems in organizations and devising effective solutions for those problems.

652 Organizational Communication: Systems, Culture, and Critique. (3) Application of research and theory to communication systems and cultures in organizations. Emphasizes critical approaches to analyzing communication in organizations.

653 Issues in Communication Consultation. (3) Role and obligations of the communication consultant. Emphasizes process consulting, consultation models, interpersonal and team decision-making skills, practical communication analysis, problem diagnosis, intervention strategies, client approach alternatives, and implementation strategies.

Prerequisite: COMM 601, 650, 651; permission of the department chairperson.

654 Group Communication. (3) Theories, research, and application related to group communication in professional and organizational settings. Applications to include, but not limited to, group decision making, team development, and process consulting.

660 Studies in Communication Theory. (3) Survey and analysis of the theoretical and experimental literature in communication studies. Review of contemporary theories, including analysis of concepts, models, and pertinent research relevant to communication studies.

665 Mediated Communication. (3)

Survey of theory and research concerning communication mediated by technology. Historical, contemporary, and new technologies and their use, antecedents, processes, and outcomes in intrapersonal, interpersonal, group, organizational, and public communication. Includes social scientific, interpretive, and critical theories and research exemplars.

669 Professional Experience. (3) Paid, supervised work and learning experience related to careers in human communication with business firms or public agencies. Job description may include, but is not limited to, research, training, planning, informative or persuasive campaigns, problem solving, and conflict management.

Prerequisite: a major or minor in communication studies; permission of the department chairperson; 18 hours in communication studies.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

675 Coaching and Directing Forensics.

(3) The rationale and philosophy of coaching secondary school forensic programs. Concentrates on developing a forensic team, tournament administration, coaching methods, and philosophies. Aids in developing coaching methods for interpretive, public address, and debate events.

679 Practical Experience. (3) Nonpaid supervised work and learning experience related to careers in human communication with business firms or public agencies. Job description may include, but is not limited to, research, training, planning, informative or persuasive campaigns, problem solving, and conflict management.

Prerequisite: major or minor in communication studies; permission of the department chairperson; 18 hours in communication studies.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

690 Seminar in Communication. (3) Intensive study of selected topics from the literature or practice of communication. Topics will vary each semester. Content will be drawn from areas not dealt with in the regular curriculum.

Prerequisite: permission of the instructor.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

696 Directed Study in Speech. (1–3)

Students study a particular topic in consultation with a member of the faculty.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

CENTER FOR INFORMATION AND COMMUNICATION SCIENCES

www.bsu.edu/cics

Ball Communication Building 213, (765) 285-1889

Director: Ray L. Steele

Director of the Applied Research Institute: Robert Yadon

Graduate Faculty: Bellaver, Gillette, Groom, Jones, Kovac, Steele, Yadon

PROGRAM**MASTER OF SCIENCE IN
INFORMATION AND
COMMUNICATION SCIENCES**

The master of science in information and communication sciences, an interdisciplinary degree program, prepares students for professional opportunities in the growing information and communications industries. This program offers educational and laboratory experiences for people who wish to develop, design, and manage practical, creative, and cost-effective solutions to information and communication problems in the "information age."

Graduates will apply their knowledge of human information and communication problems and work with voice, data, video, and imaging technologies in the business, government, health care, and education sectors of our society. They will be involved in such pursuits as developing integrated information systems, designing networks, and solving problems ranging from delivering entertainment to the home to automating libraries and finding new ways to manage voice, data, and imaging problems in large organizations.

As a result of the rapid rate of change in information and communication sciences, a broad range of undergraduate backgrounds is appropriate. Program plans will stress flexibility, depending on the student's experience and statement of goals, and will be developed in cooperation with faculty members.

Although students will be expected to acquire a solid background in appropriate technologies, they will primarily prepare to become problem solvers who know how to put together and manage the technologies that will benefit users. The program focuses on the effective use of technology, not on its creation.

See Department of Journalism, page 135, for joint journalism-CICS program.

Admission

Applicants must meet the admission requirements of the Graduate School.

Degree Requirements

Students must complete a minimum of 35 credit hours and a research

requirement (3 hours) for the degree. At least one noncore course must be taken in each of the C and D categories. At least one directed elective is also required.

PREFIX NO SHORT TITLE CR HRS

Required courses

ICS	600	Survey Mgt (3)
	or	
MGT	500	Mng Org Beh (3)
ICS	601	Prob In IC (3)
	602	Human Commun (3)
	620	Technol (4)
	621	Info Movemnt (3)
	640	IC Industry (2)
	642	Reg Research (3)
	660	Human Factor (3)

Option A: The information and communication environment: human communication, business, and regulation

ICS	601	Prob In IC (3)
	602	Human Commun (3)
	605	Interper Mgt (3)
	640	IC Industry (2)
	642	Reg Research (3)
	644	Econ Choice (3)
	653	Consulting (3)
	655	Prob Seminar (3)

Option B: information and communication technologies

ICS	620	Technol (4)
	621	Info Movemnt (3)
	622	Applied Tech (2)
	623	Integration (3)
	625	Video Tech (4)
	632	IC Tech Sem (2)
	648	Sat Wire Lab (3)
	650	Wireless 2 (3)

Option C: Planning, development, and design of information and communication systems

ICS	624	Know Mgt (3)
	633	Sys Analysis (3)
	647	Info Mgt (3)
	649	Oper Systems (3)
	660	Human Factor (3)
	663	Network Dsgn (3)
	664	Del Sys (3)
	666	Strat Pln (3)
	667	Video Syst (3)
	691	Internetwork (3)
	692	Adv Net Conf (3)

Option D: Information and communication management

ICS	600	Survey Mgt (3)
	or	
MGT	500	Mng Org Beh (3)
ICS	634	Proj Mgt (3)

- 635 I C Projects (1-2)
- 637 Decision Sys (3)
- 645 Evo Database (3)
- 646 Tel/Net Mgt (3)
- 661 Entrep (3)
- 675 I C Marketing (3)
- 684 Info Access (3)
- 696 I C Research (2)
- 698 I C Problems (3)
- 699 I C Mgt Probs (3)

At least one elective course outside CICS selected in consultation with the advisor and subject to the approval of the CICS director.

Degree recap

Core requirements	24 hrs
Additional ICS courses (at least 1 from each of the C and D categories)	8 hrs
Outside elective	3 hrs
Research requirement	3 hrs
	<hr/>
	38 hrs

INFORMATION AND COMMUNICATION SCIENCES (ICS)

600 Survey of Management. (3) General management principles and problems, including broad study of four primary functions of the manager—planning, organizing, motivating, and controlling. Emphasizes current management practices in a dynamic economy and ways that problem-solving techniques, communication, and coordination affect managerial success.

601 Problems in Information and Communication Sciences and Lab. (3)

An overview of problems and issues concerning human needs, technological changes, and strategic opportunities in voice-, data-, and video-based business areas for solving information and communication problems. Includes performance-based, hands-on experience.

602 Human Communication: Process and Theory. (3) Fundamental principles associated with the ways people process communication. Emphasizes how barriers affect human communication processing and provides an understanding of models of human information processing and their application in real-world situations.

605 Interpersonal Management Skills. (3)

Addresses needs identified by managers over the past 10 years for effectiveness in varied businesses.

Covers problems of perception, management choices, individual skills, and problem-handling abilities in a business context. Uses performance activities to stress people skills and individual effectiveness.

620 Telecom Technologies, Standards, and Lab. (4) Fundamentals of transport technologies emphasizing wireline information transmission, switching, technology choices, and the merits of each. Practical operating concerns, standards, and current and evolving media and options for transmitting voice, data, and video signals. Includes labs.

621 Information Movement, Management, Storage Technologies, Standards, and Lab. (3) Digital technologies for automating and managing information environment within the workplace. Function and connection of computing devices for distributing, storing, and sharing information locally and over networking choices. Considers standards and enterprise problem solving. Includes lab.

Prerequisite: ICS 620.

622 Seminar: Applied Technologies in Specialized Fields. (2) Focuses on selection of cost effective technologies for reaching various audiences. Internet, CATV, video conferencing, and other distance-based options addressed in exploring choices to help make professionals more effective in specialized fields such as advertising, marketing, and public relations.

623 Integration. (3) Surveys technical concepts of systems and resources available to information managers including the essentials of traffic theory, point-to-point media (voice, data, cable, fiber, microwave), interoperability, and future broadband communications. Presents an integration case problem.

624 Knowledge Management. (3) A compendium of ideas to introduce the methods and importance of transforming disparate information into knowledge in order to advance the profitability of the enterprise. Focus on the enormity and wealth of the information cache available from the lowest reaches of the companies joined, or in, to the farthest limits of the worldwide Internet.

625 Non-Broadcast Video, CATV, and Imaging Technologies. (4) Examines

CATV business, local franchising practices, economics, and uses of signal distribution, interconnection, and capabilities. Explores nonbroadcast video technologies, slow and fast scan, text, graphics, etc. Emphasizes application, acceptance, and relative cost of different choices in varied environments.

630 Research Methodologies and Problems Seminar. (2) Concepts of research, including steps involved in a research project, e.g., design; data collection, analysis, and presentation; statistical techniques; and research methodology. Prepares students for applied research in an information and communication environment.

632 Problems in Information and Communication Technologies Seminar. (2) Emphasizes evolving problems in technologies in this field. Each semester students explore a different set of problems in some area of technology or problems that result from combining technologies to address an institutional problem.

633 Systems Analysis and Design. (3) Study of various concepts and techniques for analysis of information needs, specification of system requirements, system-development life cycle, and design, development, and implementation of computer-based information systems in organizations. Includes structural and prototype approaches.

634 Project Management. (3) The class helps to develop a definition and understanding of a project, its components, and the challenges and management of a project. Students work together on a team project during class to increase awareness of the processes and challenges of project management. The objective is to help make use of project management skills.

635 Information and Communication Projects. (1–2) Provides a variable credit experience for faculty-guided I and C projects. Requires project report.

Prerequisite: permission of the director.

A total of 2 hours of credit may be earned.

637 Decision-Support Systems. (3) Decision-support systems as tools for improving the managerial decision-making process. Strategies for designing decision-support systems for various

managerial functions. Case studies and commercially available software are used to solve practical problems.

Prerequisite: permission of the director.

640 Information and Communication Industry. (2) Overview of major areas in the industry; historic perspective of major companies and leaders; examination of cultures, markets, and needs being met. Includes such topics as print, broadcast, voice, data, video, software, satellite, and emerging special areas.

642 Regulatory Research in Context/ Problems in Information Communications. (3) Overview of regulations from the early twentieth century to the present. Emphasizes post-1982 FCC changes deregulating telephone, CATV, and broadcast industries. Includes research in the regulation of emerging services and technologies, freedom of speech, ownership and distribution of new information forms, and limitations and uses of technology.

643 Social Responsibility in I/C Policy. (3) Political, economic, social, and governmental elements that interact with I/C systems. Emphasizes major contemporary issues confronting broadcasters and others in the electronic media. Covers ethics in decision making, definition of standards, and responsibilities in electronic communication.

644 Technologies, Financial Aspects, and the Economics of Choice. (3) Explores practical issues of choosing technologies cost effectively to meet human needs in organizations. Explores market analysis, developing criteria for choices, and impact of technologies on financials of an enterprise.

645 Evolving Database Systems. (3) Explores data relationships, structures, normalization, modeling, and database methods. Includes design and applications in problem settings from small organizations to data-warehousing level problems.

646 Management of Telecom/Network. (3) Acquaints students with the problems, trends, and responsibilities of management in the telecommunications industry with attention to CIO concept. Guest lectures, discussions, and management role playing help students become familiar with problems and practices in the industry.

647 Information Resource Management.

(3) Concepts and techniques of information resource planning and management. Includes a discussion of design, development, operation, and evaluation of information resource planning strategies in the context of corporate plans and objectives.

648 Wireless and Satellite

Communications. (3) Explores design parameters of systems and emphasizes capabilities for users. Compares current and planned systems and considers future technologies. Explores practical applications and costs and provides experience through satellite, PCS, cellular, or other wireless area project.

649 Comparative Operating Systems.

(3) General functions of operating systems; comparative capabilities of varied operating systems from an enterprise perspective. Includes implementation mechanisms.

650 Wireless 2. (3) In-depth examination of CDMA, wireless data, both terrestrial and satellite based, wireless LANs, GSM, and wireless Internet. Field trips to sites using wireless technologies for various applications; subject matter experts from industry will be employed as guest speakers.

Prerequisite: ICS 648.

653 Issues in Communication

Consultation. (3) Issues related to the role and obligations of the communication consultant and business of consulting. Emphasizes process consulting, consultation models, interpersonal and team decision-making skills, practical communication analysis, problem diagnosis, intervention strategies, client approach alternatives, and implementation strategies.

655 Special Problems Seminar. (3)

Addresses varied problems related to operating organizations in the twenty-first century. Through case studies, students explore business issues, problems in using technologies in evolving areas and in new businesses. Topics vary with each offering.

660 Human Factors, Needs-Assessment, and User-Driven Design. (3)

Examines problems of information and communication technologies from the users' perspectives. Includes development of project scoping devices, needs-assessment instruments in information and technology projects,

and problems and opportunities involved with transparent systems and user-driven technology development.

661 Entrepreneurship/Intrapreneurship.

(3) Introduces general theories, principles, concepts and practices of entrepreneurship and intrapreneurship emphasizing the evolving information and communication industries. Case study analysis and group projects.

663 Network Design: The Problems of Moving Voice, Data, and Video. (3)

Explores the problems of moving voice, data, and video over networks and the use of the computer as an informational tool in network design for organizations. Discusses networking problems in both distributed and centralized systems.

664 Information Delivery Systems, Selection, Design, and Evaluation. (3)

Examines voice, data, and visual information problems in hybrid and digital projects. Explores design/configuration choices, reviews central office, private exchange, and internet telephony choices, LANs and intranets, video alternatives, and cost effective decision making.

666 Strategic Planning for Information Technology. (3)

Determination of corporate vision and alignment of technology-based solutions resulting in the strategic use of information and communication systems. Covers the positioning of the IT platform and the alignment of business with technology for the longer term.

667 Design of Video-Based Learning

Systems. (3) Explores various analog and digital applications of video in on-site and distance learning education and training environments. Alternative technologies and cost effective approaches for designing video-based systems and delivery are also discussed.

675 Information and Communication Marketing. (3)

Covers the special problems, techniques, trends, and responsibilities of the marketing function within technology systems including service providers to the enterprise users of communications and information technology. Case histories highlight and illustrate a number of the learning points and objectives.

684 Information Access and Management of Information Services.

(3) Explores document and data management problems in various information service enterprises or information centers. Surveys available technologies, such as imaging or data warehousing, to make information more user-accessible and cost effective.

691 Internet, TCP/IP, and Internetworking. (3) Insight into the field of internetworking, TCP/IP, and other components and services that underlie the Internet. In-depth view of components and their usefulness for the Internet. The technical side of the field with hands-on experiences, CAI, and lab activities.

Prerequisite: ICS 620.

692 Advanced Network Configuration.

(3) Delves deeper into the implementation, operation, and management of routed networks and more complex internetworking topics. Topics include advanced router configurations, VLSM, remote access, and trouble shooting in multi-vendor environments.

695 Independent Study. (1-3)

Individual study of specific topics in information and communication sciences. Group and individual investigations are included.

A total of 4 hours of credit may be earned, but no more than 3 in any one semester or term.

696 Information and Communication Research and Applications. (2)

Project-oriented investigation into the application of IC concepts and techniques in practical situations selected from the public or private sectors. Implementation strategies are developed and applied within the problem.

698 Problems in Information Systems.

(3) Seminar on topics from various areas of information systems. Content will vary each offering and includes projects involving independent research and written and oral presentations. (May serve as capstone course.)

Prerequisite: permission of the director.

699 Problems in Information and Communication Management. (3)

Seminar on various management topics and a supervised project on a management problem in information and communication. (Serves as capstone course.)

Prerequisite: permission of the director.

JOURNALISM

www.bsu.edu/journalism

Art and Journalism Building 300, (765) 285-8200

Chairperson: Marilyn Weaver

Director of Graduate Studies: Dan Waechter

Graduate Faculty: An, Dailey, Demo, Filak, Gustafson, Hanley, Heinen, Hemlinger, Herron, Holbrook, Kumbula, Marin-Carle, Massé, McDonald, Palilonis, K. Popovich, M. Popovich, Price, Pritchard, Quinn, Sharpe, Sumner, Swingley, Waechter, Weaver

PROGRAMS

Master of arts (MA) in journalism and in public relations

Admission

Applicants must meet the admission requirements of the Graduate School,

meet a cumulative undergraduate minimum grade point average (GPA) of 3.0 on a 4.0 scale, and a score of 500 on the verbal section of the Graduate Record Examination (GRE).

International students may substitute the Test of English as a Foreign Language

(TOEFL) for the GRE and must achieve a minimum score on the TOEFL of 550. Candidates without the required minimum GPA or GRE/TOEFL score will be considered for admission upon submission of supplemental evidence as specified by the Department of Journalism.

Applicants must also submit three recommendations, a current resume or curriculum vitae and a 500-1000 word narrative detailing relevant background, reasons for undertaking graduate study in this department, and the relationship of such study to long-term goals and interests in journalism or public relations.

Applicants who do not have an undergraduate major in journalism or public relations may be required to take up to 12 hours of courses at the undergraduate level. Students must earn a *B* (not *B-*) or better in each of these courses. These hours will not count toward the total hours required for the MA.

1. Candidates must first apply to Ball State University's Graduate School. The application to the Graduate School will serve as the application for admission to the Department of Journalism.
2. Candidates must submit three recommendations using forms provided by the Department of Journalism.
3. Candidates must provide the Department of Journalism with a current resume or curriculum vitae.
4. Candidates must provide the Graduate School and the Department of Journalism with transcripts from all undergraduate (and graduate) institutions attended. Minimum grade point average is 3.0 on a 4.0 scale.
5. Candidates must provide the department with a 500- to 1,000-word narrative detailing relevant background, reasons for undertaking graduate study in the Department of Journalism, and the relationship of such study to long-term goals and interests in journalism or public relations.
6. Candidates must provide the Department of Journalism with an official score report from the general test portion of the GRE. A subject test is not required. Minimum score on

the verbal portion of the general test is 500.

7. International students must provide the university with an official score report on the TOEFL. Minimum score on the TOEFL is 550.
8. Candidates without the required minimum GPA or GRE/TOEFL score will be considered for admission upon submission of supplemental evidence as specified by the Department of Journalism.
9. Candidates who do not have an undergraduate major in journalism or public relations may be required to take up to 12 hours of courses at the undergraduate level. Students must earn a *B* (not *B-*) or better in each of these courses. These hours will not count toward the total hours required for the MA.

MASTER OF ARTS IN JOURNALISM

Journalism graduate study emphasizes the theory, management, and research elements of the discipline as well as the skills.

The program takes students beyond the practical points of the profession to give them a behavioral perspective on their profession and its role in society. The program prepares students to enter the journalism profession, to move into positions of leadership, and to continue education and research at the doctoral level. In addition, students select either a practicum or an internship at the graduate level to gain more practical experience if their backgrounds require it.

Students are required to earn a grade of *C* or better in each graduate course.

The program gives students the opportunity to culminate their course of study with a research project, traditional thesis, or creative project. The creative project may consist of a major writing project of publishable quality or other professional option.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
Core requirements				
JOURN	601	Jrn Com Std	3	
	612	Writing Semr	3	
	613	Sem Lit Jrn	3	
	615	Inv Rept	3	
	680	J Comm Resch	3	
Major requirements (directed to student needs)				3-12

Research requirement			
RES 697	Research Ppr (1-3)		
or			
THES 698	Thesis (1-6)	3-6	
Minors and electives		0-12	
			30 hrs

MASTER OF ARTS IN PUBLIC RELATIONS

Public relations graduate study stresses the planning and organization required to improve levels of public understanding based on two-way communications. Emphasis is placed on public relations as a professional activity. The program gives the student an understanding of the interrelationships of management, organization, and communication theories. The students will be assigned to either a practicum or an internship course to gain practical experience and develop a portfolio if their backgrounds require it.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
<i>Public relations emphasis</i>				
JOURN	601	Jrn Com Std	3	
	605	Journ Pr Mgt	3	
	680	J Comm Resch	3	
PR	660	PR Theories	3	
	662	PR Case Stud	3	
	664	PR Eval Tech	3	
	666	PR Campaigns	3	
Major requirements (directed to student needs)			3-9	
Research requirement				
RES 697	Research Ppr (1-3)			
or				
THES 698	Thesis (1-6)	3-6		
Minors and electives		0-9		
				30 hrs
<i>Business emphasis</i>				
JOURN	601	Jrn Com Std	3	
	605	Journ Pr Mgt	3	
	680	J Comm Resch	3	
PR	660	PR Theories	3	
	662	PR Case Stud	3	
	664	PR Eval Tech	3	
	666	PR Campaigns	3	
MGT	500	Mng Org Beh	3	
ACC	501	Fin Acct	3	
MKG	505	Survey Mrktg	3	
ECON	509	Survey Econ	3	
3-6 hours from				
RES 697	Research Ppr (1-3)			
THES 698	Thesis (1-6)	3-6		

3-9 hours from		
JOURN, PR, MGT, ECON, BL		
or FIN		3-9
		39-48 hrs

<i>Communication emphasis</i>			
JOURN	601	Jrn Com Std	3
	605	Journ Pr Mgt	3
	680	J Comm Resch	3
PR	660	PR Theories	3
	662	PR Case Stud	3
	664	PR Eval Tech	3
	666	PR Campaigns	3
ICS	601	Prob In I C	3
COMM	610	Persuasion	3
	635	Intpers Comm	3
	660	Comm Theory	3

3-6 hours from			
RES 697	Research Ppr (1-3)		
THES 698	Thesis (1-6)	3-6	

3-9 hours from			
JOURN, PR, COMM, TCOM,			
or ICS		3-9	
			39-48 hrs

<i>Public affairs emphasis</i>			
JOURN	601	Jrn Com Std	3
	605	Journ Pr Mgt	3
	680	J Comm Resch	3
PR	660	PR Theories	3
	662	PR Case Stud	3
	664	PR Eval Tech	3
	666	PR Campaigns	3
POLS	503	Issues Pols	3
	572	Pol Campaign	3
SOPSY	610	Social	3

3 hours from			
HIST (approved by graduate advisor)			3

3-6 hours from			
RES 697	Research Ppr (1-3)		
THES 698	Thesis (1-6)	3-6	

3-9 hours from			
JOURN, PR, SOPSY, HIST, POLS,			
EDAD, EDAC, EDHI, EDFON,			
EDMUL		3-9	
			39-48 hrs

<i>Sport communication emphasis</i>			
JOURN	601	Jrn Com Std	3
	605	Journ PR Mgt	3
PR	660	PR Theories	3
	664	PR Eval Tech	3
	666	PR Campaigns	3

Professional physical education requirements			
PEP 628	Compar Intsp		3
676	Sp Admin		3

	690	Sp Sociology	3
SPTAD	603	Ethics Phil	3
Directed electives			
JOURN	569	Jr PR Intern (3)	
	595	Seminar (1-6)	
	680	J Comm Resch (3)	
PR	662	PR Case Stud (3)	
PEP	600	Internship (3)	
	620	PE Workshop (3)	3-9
Research requirement			
RES	697	Research Ppr (3)	
	or		
THES	698	Thesis (6)	3-6
			33-42 hrs

Students without undergraduate degrees in public relations or journalism (or substantial professional experience in journalism or public relations) will be required to take up to 12 hours at the undergraduate level. Students must meet departmental selective admission requirements.

JOINT JOURNALISM-CICS PROGRAM

The Department of Journalism and the Center for Information and Communication Sciences offer a joint master's degree designed for students who want to obtain a specialization in journalism or public relations and a background in information management and technology.

Graduate advisors from both disciplines will arrange a program for each student unique to his or her interests and needs. Students choose one program as the lead program. The program selected will determine whether the degree is an MA in journalism or public relations or an MS in information and communication sciences, and will also determine which of the advisors will be primary.

JOURNALISM (JOURN)

516 World Press Systems. (3) Survey of the international news media, with particular attention to the four press theories; ownership, structure, and access to the media; the political, economic, and social environment in which the media operate; government-media relations. Comparison with the American media.

Not open to students who have credit in JOURN 416.

518 Science and Technical Writing. (3) Description of methods and techniques

of science and technical writing and editing. Emphasizes clarity in technical writing and ability to translate terminology into lay language in science writing.

Not open to students who have credit in JOURN 418.

525 Journalism Law. (3) Constitutional and statutory law and regulating agencies affecting the operations of the print and broadcast media, with special attention given to recent Supreme Court rulings.

Not open to students who have credit in JOURN 325.

534 Advertising Photography. (3)

Advertising, commercial, and concept illustration photography for the print media. Students must have their own 35mm cameras and photographic supplies.

Prerequisite: JOURN 230, 236 or permission of the department chairperson.

535 Color Photojournalism. (3) The principles, techniques, and materials of color photography as they apply to the publishing of color art work and photographs in printed publications. Students must have their own 35mm cameras and photographic supplies.

Prerequisite: JOURN 230, 236 or permission of the department chairperson.

569 Journalism and Public Relations Internship. (3)

On-the-job training that culminates classroom experiences of journalism and public-relations students who exercise assigned duties in an off-campus organization or firm with appropriate compensation.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in JOURN 369.

579 Nonpaid Internship. (3)

On-the-job training in which journalism or public relations students get practical experience in applying what they have learned in the classroom. Involves assigned duties in a communications organization without compensation.

Prerequisite: permission of the department chairperson.

595 Journalism Seminar. (1-6) Group and individual investigations and experience in journalistic media and techniques with special attention to current trends in American and

international journalism and related fields.

Prerequisite: submission of a proposed study project and permission of the department chairperson.

A total of 6 hours of credit may be earned.

601 Studies in Journalism and Communication Theory. (3) The nature and purposes of graduate scholarly inquiry, major journalism traditions and literature, and communications theories and their applications to the study of journalism and mass communications.

605 Journalism and Public Relations Management. (3) The organizational structures, management styles, and problems commonly encountered in the management of newspapers, magazines, and public relations or advertising firms or the advertising or public relations departments in corporations or government agencies.

612 Journalism Writing Seminar. (3) Examines forms of journalistic writing and research in the theory and practice of journalistic writing. Includes writing and critiquing news and news analysis stories, magazine and feature stories, advertising copy, and public relations modes.

613 Seminar in Literary Journalism. (3) Introduction to literary journalism. Intensive, critical study of the genre's history, theories, topical issues, and techniques of authors of twentieth-century narrative nonfiction.

614 Writing Literary Journalism. (3) An advanced writing workshop, emphasizing specialized journalistic research and narrative nonfiction techniques, including saturation reporting, exposition, description, characterization, and dramatization. Assignments range from moderate-length writing exercises to an extensive (5,000–7,500 words) original work of literary journalism.

Prerequisite: JOURN 613.

615 Investigative Reporting and Writing. (3) Study of investigative reporting techniques, including computer-assisted reporting, data analysis, interviewing, and writing. Learn how to locate government and business records, find online databases, and locate sources for investigative reporting. Practice in advanced writing techniques.

623 Visual Storytelling. (3) Explores journalistic information gathering and storytelling produced by traditional and interactive media technologies. Students will focus on visual presentation methods across a variety of media to present consumers with rich experiences. Emphasizes current research and technology as they apply to visual information presentation.

Prerequisite: JOURN 103 or permission of the department chairperson.

657 Advertising Foundations and Strategies. (3) A critical examination of the industry and how advertising works. Covers the theories and strategies that apply to the advertising process, including consumer behavior and communication models. Major economic, social, and ethical issues are reviewed.

670 Producing and Advising Yearbooks. (3) Theories of staff organization, yearbook organization and content, illustrations, production techniques, typography, style, theme, and the role of the adviser to student staff.

671 Producing and Advising School Newspapers. (3) The content and organization of school newspapers, production techniques, staff organization and training, and the role of the adviser. Other school publications and news bureaus considered as time permits.

673 Teaching Journalism in the Secondary Schools. (3) Recent developments in secondary school journalism, teaching techniques, advising problems, and curriculum developments.

674 College Journalism. (3) Development of college journalism curricula, teaching methodology, course relations to other disciplines, and effective use and production of student publications as communicative and instructional laboratory media. Special attention will be given to problems of the junior college, the nonaccredited and limited program college, and the major journalism school.

675 Journalism Teaching Internship. (3) Designed to prepare and assist graduate students who are involved in instruction-related duties in journalism.

Prerequisite: submission of a proposal for a teaching internship and permission of the department chairperson.

676 Beginning Photojournalism for Advisors. (3) An introduction to photography and darkroom techniques and their application to school publications. Composition, editing, and cropping. Laboratory experience ensures a working knowledge of black-and-white film development and printing. Students furnish 35mm or 120mm cameras and supplies. One-week summer workshop.

Prerequisite: permission of the department chairperson.

677 Journalistic Writing for School Publications. (3) An introduction to newspaper writing with emphasis on its application to school publications. Designed to help advisors improve their writing skills and develop teaching techniques. Instruction in news, feature, opinion, and sports stories and in interviewing. One-week summer workshop.

Prerequisite: permission of the department chairperson.

678 Scholastic Publication Design for Advisors. (3) This course is designed for secondary teachers seeking an understanding of design principles and how they are applied to the high school newspaper, yearbook, or magazine. Production techniques will be emphasized. Students will complete a research assignment. One-week summer workshop.

679 Advanced Photojournalism for Publication Advisers. (3) This course is designed for secondary teachers wishing to engage in advanced projects involving news photography, darkroom management, page design, editing, and curriculum design and their application to school publications. Students will study the photo story/essay and complete a research assignment. One-week summer workshop.

Prerequisite: JOURN 676.

680 Studies in Journalism and Communications Research Methods.

(3) Survey of journalism and mass media research methods and strategies, including content analysis and other qualitative and quantitative research techniques. Emphasis on student preparation for graduate research options.

PUBLIC RELATIONS (PR)

660 Public Relations Theories and Applications. (3) Theories and principles applicable to the practice of public relations, the communications and management methodologies used, and the societal applications that can be made while maintaining harmony between human organizational structures and their social environment.

662 Public Relations Case Studies. (3) Study and critical analysis of how professionals handled public relations problems in a variety of circumstances, including crisis, employee communication, and media relations.

664 Public Relations Evaluation Techniques. (3) Simple and scientific evaluation techniques for a variety of public relations activities. Emphasizes survey research.

Prerequisite: permission of the department chairperson.

666 Public Relations Campaigns. (3) Detailed analysis of a variety of public relations campaigns. Fund raising, volunteerism, use of the mails, successful planning of large and small meetings.

Prerequisite: permission of the department chairperson.

TELECOMMUNICATIONS

www.bsu.edu/tcom

Ball Communication Building 217, (765) 285-1480

Chairperson: Nancy Carlson

Graduate Advisor: Dominic G. Caristi

Graduate Faculty: Caristi, Dailey, Drucker, Gehring, Papper, Pollard, Sollars, Williams-Hawkins

MASTER OF ARTS IN TELECOMMUNICATIONS (DIGITAL STORYTELLING)

Admission

Students may only enter the MA in digital storytelling program during fall semester of each academic year. Applicants must meet the admission requirements of the Graduate School and must have completed the Graduate Record Examination (GRE).

In addition, applicants must demonstrate proficiency in (1) written; (2) verbal; (3) visual communication; and (4) relevant computer skills. Proficiency will be demonstrated via submission of a portfolio upon application to the program. At minimum, this portfolio should contain: (1) a cover letter that introduces and explains the contents of the portfolio; (2) an original 1500-word academic, creative and/or professional writing sample; (3) a transcript indicating a grade of *B* or better in an undergraduate oral performance course (e.g., public speaking, broadcast performance, dramatic arts) and a syllabus or course description from that course; (4) an original project that emphasizes skill in visual communication (e.g., Web page design, graphic design, publication design, broadcast design, theatrical design, architectural design); and (5) a list of computer application programs with which the applicant is fluent (above basic e-mailing and word-processing applications). Applicants may include other items that are relevant to digital storytelling.

Additional Graduate Requirements

In addition to successfully completing their coursework and a thesis or creative project, students pursuing an MA in digital storytelling must fulfill several other requirements: (1) participate in a public exhibition of their thesis or creative project; (2) participate in 10 collateral experiences (of their choice) designed to complement and extend their course work (e.g., training workshops in design and production skills, Artist-in-Residence events, guest speakers, field trips, video-conference); and (3) receive approval of a digitally based, personal narrative that shares the story of their experiences in the digital storytelling program.

PREFIX	NO	SHORT TITLE	CR HRS
ICOM	601	Digt Story 1	3
	602	Digt Story 2	3
	610	Creativity	3
	630	Story Design	3
	660	Intercul Imm	3
	670	Special Proj (1)	3
COMM	690	Seminar Comm	3
Research methods			
COMM	602	Quan Resrch (3)	
	or		
	605	Qual Resrch (3)	
JOURN	680	J Comm Resch (3)	3
Research requirement			
THES	698	Thesis (1–6)	
	or		
		Creative Project (1–6)	
Design requirement			
ICOM	634	Int Story (3)	
ICS	667	Video Syst (3)	
JOURN	623	Visual Story (3)	
			6

Production and applications		
ICOM	632 Digital Prod (3)	
	669 Prof Exper (1-3)	
	680 Seminar (3-6)	
	690 Dir Study (3-6)	
NEWS	585 Adv News Sem (3)	
ICS	620 Technol (4)	
	642 Reg Research (3)	
	660 Human Factor (3)	
COMM	614 Cont Rhet (3)	
	650 Comm Train (3)	
JOURN	612 Writing Semr (3)	
	613 Sem Lit Jrn (3)	
	614 Writ Lit Jrn (3)	
	615 Inv Rept (3)	12
		<hr/> 48 hrs

Other courses that meet the student needs may be substituted, assuming that the student meets the course prerequisites and is preapproved by the program coordinator. Courses from English, history, theatre, marketing, art, music technology, architecture, and the Teachers College may be particularly useful supplements to the study of digital storytelling.

TELECOMMUNICATIONS (TCOM)

530 Audio Production. (3) Emphasizes techniques and skills needed for audio production. Typical experiences in radio broadcasting. A practical test is part of the final examination, and students are expected to maintain a record of their productions. In addition, graduate students will produce a program for air.

Open only to approved graduate students.

ICOMMUNICATION (ICOM)

601 Foundations of Digital Storytelling

1. (3) Presents the nature of graduate education, including purpose of scholarly activity and the scholarly environment. Explores the storytelling process from concept development to presentation; the history of storytelling; the societal impact and value of storytelling; and the influence of technology on the storytelling process.

Prerequisite: permission of the program coordinator.

602 Foundations of Digital Storytelling

2. (3) Introduces story writing concepts and experiences. Students also select from a range of topics associated with the digital storytelling process, including nonlinear storytelling methods, law and ethics, audience analysis and adaptation, performance

studies, interdisciplinary approaches to storytelling and development, animation, and gaming.

Prerequisite: ICOM 601; permission of the program coordinator.

610 Approaches to Creativity. (3)

Examines techniques for developing creative ideas. Students will imagine, innovate, and create experiential presentations and mediated works. Students are encouraged to be risk-takers and learn from the failure of their creative endeavors.

Prerequisite: permission of the program coordinator.

630 Story Design and Development. (3)

Examines various approaches to the story creation process. Emphasizes the practice of storywriting for various genres. Students will participate in a community service project that involves the creation of digitally based stories.

Prerequisite: ICOM 601; permission of the program coordinator.

632 Digital Production. (3) Techniques of acquisition and manipulation of digitized sights and sounds. Digital audio and video recording software and hardware are utilized to capture, edit, and finish creative productions. Proficiency in digital audio and video technologies is needed.

Prerequisite: permission of the program coordinator.

634 Interactive Storytelling. (3) Writing nonlinear, interactive stories for entertainment, promotional, journalistic, and instructional applications. Authoring software will be utilized to bring ideas to fruition. Proficiency in digital audio and video technologies is needed.

Prerequisite: permission of the program coordinator.

660 Intercultural Immersion. (3)

Directed residential immersion in another culture for the purpose of investigating the storytelling forms and traditions of that culture. Students later present the story of their intercultural experience to others.

Prerequisite: permission of the program coordinator.

669 Professional Experience. (1-3)

Enables students to gain supervised, practical experience in the field of digital storytelling by working with an approved firm or agency.

Prerequisite: permission of the program coordinator.

A total of 3 hours of credit may be earned.

670 Special Projects. (1) Enables students to pursue the ongoing development of storytelling projects. Emphasizes writing and producing digital stories. Projects will require a faculty advisor.

Prerequisite: ICOM 601; permission of the program coordinator.

A total of 3 hours of credit may be earned, but no more than 1 in any one semester or term.

680 Seminar in Current Topics. (3–6) Intensive study of selected topics from

the literature or practice of digital storytelling. Topics will vary each semester. Content will be drawn from areas not dealt with in the regular curriculum.

Prerequisite: permission of the program coordinator.

A total of 6 hours of credit may be earned.

690 Directed Study. (3–6) Intensive investigation of a topic related to digital storytelling that is not already addressed by regularly offered courses.

Prerequisite: ICOM 601; permission of the program coordinator.

A total of 6 hours of credit may be earned.

COLLEGE OF FINE ARTS

www.bsu.edu/cfa

Arts and Communications Building 200, (765) 285-5495

Dean: Robert A. Kvam

Associate Dean: Stanley Geidel

COLLEGE OF FINE ARTS (CFA)

598 Seminar in Museum Studies. (1–5)

Interdisciplinary introduction to museums and museum collections through formal lectures and independent research on various facets of a planned permanent collection exhibition. Participants act as interns in museum curation, education, registration, and/or preparation.

Prerequisite: permission of the instructor.

A total of 9 hours of credit may be earned, but no more than 5 in any one semester or term.

651 The Arts in Contemporary Society.

(3) A study of three artists in each of the fields of fine art, music, and literature to explore the effect of the artist on contemporary society.

ART

www.bsu.edu/art

Art and Journalism Building, AJ 401, (765) 285-5840

Chairperson: David Jackson

Director of Master's Program: Kenton Hall

Graduate Faculty: Anderson, Arndt, Derwenskus, Fillwalk, Flory, Gee, Hall, D. Johnson, S. Johnson, Joyaux, LaCasse, Myers, Nelson, Prater, Rarick, Sawrie, Williams, Wojcik, Zack

The graduate program in art is based on the department's mission to educate students to develop significant ideas within the discipline of visual arts education and to master the tools and methods of inquiry for creating art. Creating art forms and teaching art are highly individualized activities that require an understanding of the four major activities related to art—perceiving, producing, knowing, and evaluating—that help students understand themselves and the world they live in. Through the visual arts students learn to share their feelings, beliefs, and values.

PROGRAM

Master of arts (MA) in art with emphasis in visual arts studio.

The graduate program of study leading to a master of arts degree offers concentrations in the visual arts through studio/education seminars, art history, and advanced studio—ceramics, drawing, electronic art, metals, painting, photography, printmaking, and sculpture. Interdisciplinary programs of study are possible.

Students are expected to develop and refine studio skills, education skills, and academic scholarship to a level of professional excellence. The program enables the student to work closely with studio faculty in well-designed facilities, become an ambassador of the visual arts in school systems and communities, and enrich their lives with the traditions of the visual arts.

Admission

Applicants must meet the admission requirements of the Graduate School and must be admitted formally by the Department of Art. Applicants must have an undergraduate degree in art and grade point averages in art courses of at least 3.0 on a 4.0 scale and must pass review by the Department of Art graduate committee. Each applicant must submit to the Graduate School an application for admission and to the Department of Art:

- a letter expressing goals in pursuing the degree.
- a resume.
- transcripts for all college level course work.
- a portfolio of artwork (submitted as 20 slides or in CD format).
- three letters of recommendation.
- other supportive materials such as research and publications.

Visual Arts Studio**Degree Requirements**

PREFIX	NO	SHORT TITLE	CR HRS
ART	601	V A Seminar (3–6)	6
AHS	698	Sem Art Hist	3
	501	Sp Top Hist	3
ART	600	Coll Vis Art	3
Studio/lecture electives			12
THES	698	Thesis (1–6)	6

 33 hrs
ART: CRAFTS (ACR)

511 Advanced Ceramics. (3–9) A continued study in ceramics for advanced ceramics students.

A total of 9 hours of credit may be earned.

521 Advanced Metals. (3–9) Advanced work in metals that assumes a proficiency in basic techniques. Student and instructor will work together to establish an individual direction, emphasizing experimentation along with investigation of contemporary and historical trends.

A total of 9 hours of credit may be earned.

ART: DESIGN (ADS)

531 Advanced Photography. (3–9) Advanced study of photography or photo-related studies. More than one 3-hour increment may be taken simultaneously with permission of the department chairperson.

A total of 9 hours of credit may be earned.

ART: EDUCATION (AED)

604 Curriculum Methods in Art Education. (3) Developing concepts for the implementation, evaluation, and change of the art education curriculum. Teaching innovations, functional methods, and criteria for theory, content, practice, and program development in public schools.

608 Workshop in the Visual Arts. (3–6) For classroom teachers: exploration of current concepts in basic arts education in a workshop setting. Explores contemporary techniques and theory in arts teaching, emphasizing the elementary school.

A total of 6 hours of credit may be earned.

655 Teaching Art Awareness in Public Schools. (3) An analysis of current thinking, approaches, and methodologies to foster art appreciation in elementary and secondary schools, emphasizing instructional strategies.

ART: FINE ARTS (AFA)

501 Advanced Drawing. (3–9) Advanced drawing, stressing individual problem-solving with greater expectations of proficiency in each successive course.

A total of 9 hours of credit may be earned.

511 Advanced Painting. (3–9) Advanced painting, stressing continued individual growth in technical proficiency and personal creative and conceptual progress with each successive course.

A total of 9 hours of credit may be earned.

521 Advanced Sculpture. (3–9)

Advanced sculptural study. Follows specific needs and encourages individual direction.

A total of 9 hours of credit may be earned.

531 Advanced Printmaking. (3–9) Study in printmaking techniques. Emphasis on the ability to deal creatively and conceptually with the technical process.

A total of 9 hours of credit may be earned.

ART: HISTORY (AHS)

501 Special Topics in the History of Art. (3)

Investigation of a particular topic, problem, or issue in art history, with content for any particular term to be announced.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term. Topics may not be repeated for credit.

698 Seminar in Art History. (3)

Applications of art historical concepts and skills for the studio artist and community arts advocate. Three credit hours required.

ART (ART)

511 Advanced Animation. (3)

Advanced graduate-level study within animation.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

521 Advanced Video and Intermedia Art. (3)

Advanced graduate-level study within video and intermedia art.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to art majors.

600 Colloquium in the Visual Arts. (3)

Examination and discussion of contemporary theoretical issues in the visual arts. Three credit hours required.

601 Visual Arts Seminar. (3)

Seminar for group and individual investigation/discussion of a variety of visual art related topics; studio practice, criticism, education, community outreach, grant writing, etc. Taught by department faculty and/or visiting artists, scholars. Exact content announced before each offering.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to art majors.

MUSIC

www.bsu.edu/music

Hargreaves Music Building 203, (765) 285-5400

Interim Director: Charles Schwartz

Coordinator of Graduate Programs: Kirby Koriath

Graduate Faculty: Atherton, Burns, Burrack, Carter, Doty, Ehnes, Ester, Everett, Foley, Galka, Harchanko, Helton, Kilburn, Koriath, Kothman, Levitt, Maltas, Mattern, Maurer, McWilliams, Mordue, Mueller, Nagel, Palmer, Pappas, Platt, Pohly, Pounds, Priebe, Puzzullo, Reilly, Reischl, Rhoden, Roothaan, Scagnoli, Scheib, Seidel, Steib, Stern, Sturm, Sweger, Tetel, Tietze, Trawick, Turner, Turpin, Vecchione, York, Zembower, Zhong

PROGRAMS

Master of music (MM); master of arts (MA) in music; doctor of arts (DA) in music

MASTER OF MUSIC

The master of music ((MM) degree requires that at least one-third of the credits be completed in the major field of study. Majors offered are music performance, conducting, woodwinds, piano chamber music/accompanying, piano performance and pedagogy, music history and musicology, music education, music theory, and music composition. The program offers in-depth study for students highly gifted in some facet of music performance, music composition, or research. It is designed for students certified to teach as well as for those who do not have and do not seek such certification. A faculty-approved creative project, recital, or thesis is required of all students. All master of music students are required to pass a comprehensive examination that is administered near the end of the degree program.

Admission

Applicants must meet the admission requirements of the Graduate School and must also be approved by School of Music faculty. Applicants are invited to present on-campus auditions or, when a personal audition is not possible, to send audition tapes. (Conducting applicants must audition in person.) Applicants for academic programs are invited to send research papers, class projects, and compositions, as appropriate. Before enrolling in required course work in music theory and history, applicants must achieve acceptable scores on the graduate placement tests. Students not achieving acceptable scores must complete a review course in theory and/or history.

Degree Requirements

	CR HRS
Major area of study in music including credit for a thesis, research paper, or creative project	22–32
Minor, electives in music, and electives	0–8
	<hr/> 30–32 hrs

MASTER OF ARTS IN MUSIC

The requirements for the master of arts (MA) in music include a core of studies in music performance, music history and musicology, music theory, and music education. The degree is designed to meet the needs of students interested in securing broad coverage of the discipline at the graduate level. The elective hours may be used for additional courses in music, for professionalization courses (for certified teachers), or for a minor outside the School of Music. The degree includes a required research component that may take the form of a sequence of research methodology courses, a research project or thesis, or a creative project recital. All master of arts in music students are required to pass a comprehensive examination that is administered near the end of the degree program.

Admission

Applicants must meet the admission requirements of the Graduate School and ordinarily will have majored or minored in music at the undergraduate level. Before enrolling in required course work in music theory and history, applicants must achieve acceptable scores on the graduate placement tests. Students not achieving acceptable scores must complete a review course in theory and/or history.

Degree Requirements

	CR HRS
Major area of study in music including credit for a thesis, research paper, or creative project	22
Minors, electives in music, and electives	8
	<hr/> 30 hrs

DOCTOR OF ARTS IN MUSIC

The doctor of arts in music (DA) degree is designed to prepare superior musicians for careers in college teaching. The philosophy of the program is to integrate depth of preparation in one of the traditional disciplines of music with general studies in the remaining fields of music and several supervised teaching experiences at the college level. Graduates will be effective and productive artists and scholars qualified to teach specific music disciplines at the

college level and to assume the more diverse responsibilities characteristic of faculty positions at small colleges and universities. The program requires a total of 90 hours of graduate credit beyond the bachelor's degree.

Admission

Applicants must meet the admission requirements of the Graduate School and must also be approved by School of Music faculty. If the proposed area of primary study is performance (including conducting), an on-campus audition is required. If the proposed primary area is in one of the academic disciplines of music, then tapes, scores, research projects, course papers, publications, reviews, and the like are required, as appropriate. Music education applicants must have had a minimum of three years of teaching experience. All applicants will be invited to the School of Music for interviews with the doctoral screening committee. Recent scores from the Graduate Record Exam (GRE) general test as well as letters of professional reference are also required. Before enrolling in required course work in music theory and history, applicants must achieve acceptable scores on the graduate placement tests. Students not achieving acceptable scores must complete a review course in theory and/or history.

Degree Requirements

	CR HRS
Area of primary emphasis	24
Area of secondary emphasis	15
Supplementary studies in music	18
College teaching and learning	17
Dissertation	10
Electives	6

90 hrs

The School of Music core includes foundational course work in music education, music theory, and music history, such as studies in the history and philosophy of music education, principles of music theory, and the history of American music.

The area of primary emphasis may be in music performance, conducting, music theory and composition, or music education. The area of secondary emphasis may be in music performance conducting, music theory and composition, music history and musicology, music education, or outside

the School of Music in a subject that relates to the primary field of study.

The area of college teaching and learning includes a college teaching internship and an externship, and courses in such subjects as the role of music in college education, teaching music for the listener, computer applications in music, cognition and learning theory, and foundations of higher education. The dissertation may make an original contribution to knowledge in the primary field, produce innovative teaching materials or methods, or focus on a problem identifiable with college teaching.

MUSIC HISTORY AND MUSICOLOGY (MUHIS)

501 Piano Literature. (3) Standard literature for the piano from Bach through the twentieth century.

535 Music in the Baroque Era. (3) The vocal and instrumental music of western Europe during the seventeenth and early eighteenth centuries, including figured bass, opera, oratorio, and cantata, and the development of such instrumental genres as concerto, sonata, and suite.

Not open to students who have credit in MUHIS 435.

536 Music in the Preclassical and Classical Eras. (3) Vocal and instrumental music of the eighteenth century, including the various styles that marked the transition from baroque to classical music, the rise of comic opera, and the development of the symphony, concerto, sonata, chamber music, and keyboard literature.

Not open to students who have credit in MUHIS 436.

537 Music in the Romantic Era. (3) Vocal and instrumental music in Western civilization in the nineteenth century, emphasizing Lieder and choral, operatic, piano, chamber, and orchestral literature. Important composers and works from the various time periods: early, middle, late, and post-Romanticism.

Not open to students who have credit in MUHIS 437.

538 Opera History from 1780 to 1980. (3) Types of opera and changing styles from the mid-eighteenth century to the present. Considers in detail works from the standard repertoire and encourages students to explore less familiar operas.

Not open to students who have credit in MUHIS 438.

539 Jazz History 1. (2) Evolution of jazz music in the United States. Stylistic innovations and contributions of selected groups and individuals.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in MUHIS 439.

540 Jazz History 2. (2) Continuation of MUHIS 539, covering the 1950s through the present. Progressive 1950s, the rock-jazz fusions of the 1960s, 1970s, and 1980s–today's trends.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in MUHIS 440.

593 Workshop in Music History and Musicology. (1–3) A one- or two-week workshop on special topics in music history and musicology.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

596 History of Organ Literature and Design. (2) The organ and its music from the Renaissance. Emphasizes baroque, Romantic, and contemporary instruments and literature. Field trips to pipe organ installations.

Not open to students who have credit in MUHIS 496.

598 Choral Music and Hymnody of the Church. (3) Hymns, anthems, motets, cantatas, and oratorios from the fifteenth century to the present; their musical, theological, and liturgical contexts and contemporary use.

Not open to students who have credit in MUHIS 498.

599 Collegium Musicum. (1–4) The study, realization, and performance of medieval, Renaissance, and baroque music.

A total of 4 hours of credit may be earned.

600 Methodology and Bibliography in Musicology. (3) Bibliographical materials and research methods in musicology.

601 Graduate History Review. (3) A concise review of music history from the medieval period through the twentieth century. Required for those who did not pass the Graduate History Placement Test. Credit is applicable only as an elective.

602 Seminar in Teaching Introduction to Music. (3) Content, organization, textbooks, materials, tests, and methods of teaching courses dealing with the introduction to music for nonmajors.

603 Chamber Music Literature. (3) Chamber music from its beginnings through the mid-twentieth century, with an analysis of examples representative of the periods.

605 Vocal Literature. (3) A stylistic and analytical study of vocal literature, both solo and choral, chosen from the eighteenth, nineteenth, and twentieth centuries.

611 History of American Music. (3) Our American musical heritage: national origins, schools of composition, contributing influences, important trends, and the works of composers whose diversified styles have shaped art music in this country.

631 Music in the Middle Ages. (3) Studies in Gregorian chant, the rise of polyphony, the various schools of secular monophony, and the evolving styles of the fourteenth century in France, Italy, and England.

632 Music in the Renaissance. (3) Studies in the polyphony of the fifteenth and sixteenth centuries with emphases on the mass, motet, chanson, and madrigal by such composers as Dufay, Ockeghem, Josquin, Willaert, Palestrina, and Byrd.

633 Music in the Twentieth Century. (3) Music from the works of Debussy and Stravinsky to recent composers. Music studied will be drawn from the standard repertoire of the twentieth century.

680 Symphonic Literature. (3) Orchestral music from its origins in the seventeenth century through the twentieth century, with an analysis of examples representative of the periods.

686 Ethnomusicology and World Musics. (3) Introduction to the musics of nonWestern cultures and ethnic music of Western cultures and a study of research methods.

687 Early Keyboard Performance Practice. (2) Keyboard performance practices from the Renaissance through the baroque. The instruments, tempi, rhythmic conventions, articulations and phrasing, fingering, ornamentation, temperaments, and tunings.

Prerequisite: previous keyboard study.

691 Independent Study in Music

History. (1–6) Guided reading, intensive study, and/or research in an area of music history of particular interest that is not covered by regular offerings.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

692 Special Topics in Musicology. (1–6)

Musicological topics and issues of special interest to students and instructor. Permits the study of topics not formally treated in other courses.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

695 History of Musical Instruments. (3)

History of musical instruments and their development in Western and other civilizations. Emphasizes construction, tuning, and use.

791 Independent Study in Music

History. (1–6) Guided reading and intensive study and/or research in an area of music history of particular interest not covered by regular offerings.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

SCHOOL OF MUSIC (MUSCH)

‡ There is no limit to the number of credits students may earn in this course.

‡ **540 Large Instrumental Ensemble. (1)**

A major performing ensemble, normally rehearsing five hours a week. Included in this category are the wind ensemble, the symphony band, the marching show band, the symphony orchestra, and jazz ensemble I.

‡ **550 Large Vocal Ensemble. (1)** A major performing ensemble normally rehearsing five hours a week.

593 Workshop in Music. (1–3) A one- or two-week workshop on specialized, interdisciplinary topics in music.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

692 Special Topics in Music. (1–6)

Explores problems of special interest to students and the instructor. Permits study of topics not formally treated in other courses.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

710 Internship in College Music

Teaching. (1–6) Guided teaching of Ball State undergraduate students. An analysis of objectives, teaching approaches, and evaluative techniques.

Open only to doctor of arts students with majors in music.

Three hours of credit must be earned; a total of 6 hours of credit may be earned with committee approval.

711 Externship in College Music

Teaching. (3–6) Guided teaching of undergraduates at a campus of a different size from Ball State. An analysis of objectives, teaching approaches, and evaluative techniques.

A total of 6 hours of credit may be earned with committee approval.

Open only to doctor of arts students with majors in music.

MUSIC EDUCATION (MUSED)

558 Methods for Organ Teaching. (1)

Methods for teaching the pipe organ. An application of these methods to recital literature and the music of the church.

Prerequisite: previous organ study at the university level.

Not open to students who have credit in MUSED 458.

565 Jazz Ensemble Techniques. (2)

Introduces the style characteristics of jazz performance. Includes preparation in the administration and teaching of jazz ensembles in school settings.

Not open to students who have credit in MUSED 465.

566 Class Guitar. (2) Development of fundamental performance skills on the guitar for classroom and social use.

Focuses on choral accompaniment styles and application to folk, popular, and children's song literature.

Not open to students who have credit in MUSED 466.

578 Teaching Multicultural Music. (2)

Exploration of music from various ethnic groups and cultures. Emphasizes techniques and materials to present music from various cultures to elementary and secondary students. Includes teaching projects and integration with traditional music curricula.

Not open to students who have credit in MUSED 478.

593 Workshop in Music Education.

(1–3) A one- or two-week workshop on special topics in music education.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

600 History and Philosophy of Music Education. (3) Study of some of the major philosophical bases of music education from a historical perspective. Focuses on the investigation of pedagogical procedures inherent in those philosophies and on a comparison of possible results to be expected through their implementation.

610 Music Teaching and Learning. (3) Learning theories, their application to the music classroom, and curricula in music education. Students will complete projects in their areas of teaching specialization.

620 Assessment Techniques in Music Education. (3) Assessment techniques for music aptitude, achievement, and preference. Emphasizes authentic assessment techniques, developing teacher-made tests, and available standardized music tests.

640 Advanced Studies in General Music. (3) Strategies and techniques for the development and maintenance of quality general music education programs at the elementary and/or secondary levels. Topics may include: approaches and methodologies, national and state standards, technology, assessment, listening strategies, and music creation.

650 Advanced Studies in Choral Music Education. (3) Strategies and techniques for the development and maintenance of quality choral music education programs. Topics may include: selecting and adapting quality literature, rehearsal structures and strategies, maximizing teaching effectiveness and student motivation, developing music literacy skills, building vocal technique, and assessment.

651 Band Administration. (3) The organizational problems of the band director; musical materials; library management; budgeting; awards and incentive systems; selection, care, and handling of uniforms and equipment; instrumental balance and seating plans; operation of festivals and contests.

660 Advanced Studies in Instrumental Music Education. (3) Strategies and techniques for the development and maintenance of quality instrumental music education programs. Topics may

include: selecting materials, pedagogy, rehearsal techniques, instrumental music research, technology in instrumental music education, assessment, and developing and implementing instrumental music curricula.

668 Research in Music Education. (3) Analysis of paradigms and methods in music education research, sources of research information, and challenges facing contemporary music education researchers and users of research. A major research study/paper is required.

669 Advanced Research in Music Education. (3) Advanced studies in the methods and materials of music education research. Students will conduct a major research project under the guidance of the instructor.

Prerequisite: MUSED 668 or permission of the instructor.

673 Band Rehearsal Laboratory. (3) Concentrated study of the requirements for success in conducting wind instrument ensembles: lecture, discussion, and ensemble participation. Band literature and ensemble drill materials reviewed or played by the laboratory band.

674 Orchestra Rehearsal Laboratory. (3) The elements that contribute to success in conducting orchestra ensembles: lecture, discussion, and performance in selected orchestral groups. Materials suited to various phases of orchestral training, as well as to program planning, are reviewed.

675 Choral Rehearsal Laboratory. (3) The elements that contribute to success in conducting choral ensembles—exploration and analysis of materials and related teaching methodology; lecture, discussion, and laboratory experiences. Materials suited to various phases of choral training will be reviewed and sung.

681 Psychology of Music. (3) Study of the psychological and physical aspects of human musical perception, including the nature of musicality. Attention is given to research, possible applications to the teaching and learning of music, and processes in the development of musical preference.

691 Independent Study in Music Education. (1–3) For superior students: intensive study and research in a particular part of music education.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

692 Special Topics in Music Education.

(1–6) Current issues of importance in music education. Topics may include aesthetics, early childhood music education, string pedagogy, the applications of technology to music instruction, and other areas of special interest to students and the instructor.

A total of 6 hours of credit may be earned.

743 Music in Collegiate Education. (3)

Philosophies of music education at the college level and the administrative challenges in developing music programs serving a wide range of interests and purposes.

791 Independent Study in Music Education. (1–3)

Intensive study and research in a particular part of music education.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

MUSIC PERFORMANCE (MUSPE)

* An applied music course requiring special fees.

‡ There is no limit to the number of credits students may earn in this course.

525 Elementary Piano Pedagogy and Literature. (3) Methods and materials of elementary-level piano teaching, studio management, observation, and practice teaching of elementary-level students.

Not open to students who have credit in MUSPE 425.

526 Intermediate Piano Pedagogy and Literature. (3) Methods and materials of intermediate-level piano teaching, observation, and practice teaching of undergraduate piano minors or other intermediate-level students.

Not open to students who have credit in MUSPE 426.

529 Vocal Pedagogy. (2) Materials for vocal instruction. Includes methods of teaching vocal techniques for practice and performance emphasizing studio teaching and learning.

Not open to students who have credit in MUSPE 429.

548 Opera Theatre. (1–4) Study and/or performance of operatic literature. Combines all art forms related to the lyric theatre, including production techniques and performance activities.

Prerequisite: audition and permission of the director of opera.

A total of 12 hours of credit may be earned, but no more than 4 in any one semester or term.

577 Continuo Playing and Keyboard Improvisation. (1–2) Development of facility in reading from figured basses or improvisation in the church service, free harmonization of hymns.

A total of 2 hours of credit may be earned.

593 Workshop in Music Performance. (1–3) A one- or two-week workshop on special topics in music performance.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

598 Diction for Singers. (2) Study of effective pronunciation of English, French, German, and Italian with emphasis on techniques in producing vowel sounds and consonant articulation appropriate to the work performed.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

***‡ 600 Major Study (Woodwinds). (1)**

One private half-hour lesson weekly in flute, oboe, clarinet, bassoon, or saxophone. For master's students approved for major study.

***‡ 601 Major Study (Brass). (1)**

One private half-hour lesson weekly in trumpet, French horn, trombone, euphonium, or tuba. For master's students approved for major study.

***‡ 602 Major Study (Percussion). (1)**

One private half-hour lesson weekly. For master's students approved for major study.

***‡ 603 Major Study (Strings). (1)**

One private half-hour lesson weekly in violin, viola, cello, double bass, or guitar. For master's students approved for major study.

***‡ 604 Major Study (Harp). (1)**

One private half-hour lesson weekly. For master's students approved for major study.

***‡ 605 Major Study (Piano). (1)**

One private half-hour lesson weekly. For

master's students approved for major study.

*‡ **607 Major Study (Organ/Harpsichord).** (1) One private half-hour lesson weekly. For master's students approved for major study.

*‡ **608 Major Study (Voice).** (1) One private half-hour lesson weekly. For master's students approved for major study.

*‡ **609 Major Study (Guitar).** (1) One private half-hour lesson weekly on the classical guitar. For master's students approved for major study.

*‡ **610 Major Study (Woodwinds).** (4) One private one-hour or two half-hour lessons weekly for students majoring in flute, oboe, clarinet, bassoon, or saxophone.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **611 Major Study (Brass).** (4) One private one-hour lesson or two half-hour lessons weekly, for students majoring in trumpet, French horn, trombone, euphonium, or tuba.

Open only to master's students approved for major study who are pursuing graduate creative projects.

*‡ **612 Major Study (Percussion).** (4) One private one-hour lesson or two private half-hour lessons weekly for students majoring in percussion.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **613 Major Study (Strings).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in violin, viola, cello, bass, or guitar.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **614 Major Study (Harp).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in harp.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **615 Major Study (Piano).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in piano.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **617 Major Study (Organ/Harpsichord).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in organ or harpsichord.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **618 Major Study (Voice).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in voice.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **619 Major Study (Guitar).** (4) One private one-hour lesson or two half-hour lessons weekly for students majoring in classical guitar.

Open only to master's students approved for major study who are pursuing the graduate creative project.

*‡ **620 Minor Study (Woodwinds).** (1) One private half-hour lesson weekly in a woodwind instrument.

Open to all graduate students.

*‡ **621 Minor Study (Brass).** (1) One private half-hour lesson weekly in a brass instrument.

Open to all graduate students.

*‡ **622 Minor Study (Percussion).** (1) One private half-hour lesson weekly in a percussion instrument.

Open to all graduate students.

*‡ **623 Minor Study (Strings).** (1) One private half-hour lesson weekly in a string instrument.

Open to all graduate students.

*‡ **624 Minor Study (Harp).** (1) One private half-hour lesson weekly in harp.

Open to all graduate students.

*‡ **625 Minor Study (Piano).** (1) One private half-hour lesson weekly on the piano.

Open to all graduate students.

*‡ **626 Piano for the Conductor. (1–4)** Development of the facility to transpose and condense full score at the keyboard. Does not require advanced piano technique. To be used as a tool for better understanding the total musical and compositional process and acquiring an aural comprehension of the score.

A total of 4 hours of credit may be earned.

- *† **627 Minor Study (Organ/Harpsichord).** (1) One private half-hour lesson weekly on the organ or harpsichord.

Open to all graduate students.

- *† **628 Minor Study (Voice).** (1) One private half-hour lesson weekly in voice.

Open to all graduate students.

- *† **629 Minor Study (Guitar).** (1) One private half-hour lesson weekly on the guitar.

Open to all graduate students.

637 Church Music Performance Practice. (1) Performance projects of interest to organists and church musicians. Reading of anthems, motets, oratorio movements; music for organ and instruments; music for graded church choirs; conducting from the keyboard. Material varies each semester.

643 Chamber Music. (1–4) Advanced development in the art of chamber music performance. Emphasizes the study of a variety of types of literature of musical worth in program building. Refinement of ensemble skills and individual techniques.

Prerequisite: MUSPE 433 or permission of the coordinator of graduate programs.

A total of 4 hours of credit may be earned.

690 Advanced Conducting. (4) Baton technique, advanced study of vocal and instrumental scores, repertory development, and rehearsal techniques.

A total of 12 hours of credit may be earned, but no more than 4 in any one semester or term.

- * **691 Lessons in Advanced Conducting.** (1–2) One private half-hour lesson weekly for conducting students.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

692 Special Topics in Music Performance. (1–6) Explores problems of special interest to students and the instructor. Permits study of topics not formally treated in other courses.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

699 Independent Study in Music Performance. (1–2) Opportunity to

study specific needs or interests not covered by the regular course offerings in applied studies in music.

Prerequisite: permission of the associate director of applied studies in music.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester of term.

- *† **700 Major Study (Woodwinds).** (1) One private half-hour lesson weekly in a woodwind instrument. For doctoral students approved for major study.

- *† **701 Major Study (Brass).** (1) One private half-hour lesson weekly in a brass instrument. For doctoral students approved for major study.

- *† **702 Major Study (Percussion).** (1) One private half-hour lesson weekly in a percussion instrument. For doctoral students approved for major study.

- *† **703 Major Study (Strings).** (1) One private half-hour lesson weekly in a string instrument. For doctoral students approved for major study.

- *† **704 Major Study (Harp).** (1) One private half-hour lesson weekly in harp. For doctoral students approved for major study.

- *† **705 Major Study (Piano).** (1) One private half-hour lesson weekly on the piano. For doctoral students approved for major study.

- *† **707 Major Study (Organ/Harpsichord).** (1) One private half-hour lesson weekly on the organ or harpsichord. For doctoral students approved for major study.

- *† **708 Major Study (Voice).** (1) One private half-hour lesson weekly in voice. For doctoral students approved for major study.

- *† **709 Major Study (Guitar).** (1) One private half-hour lesson weekly on the guitar. For doctoral students approved for major study.

- *† **710 Major Study (Woodwinds).** (4) One private one-hour or two half-hour lessons weekly in a woodwind instrument. For doctoral students with a primary area in performance.

- *† **711 Major Study (Brass).** (4) One private one-hour or two half-hour lessons weekly in a brass instrument. For doctoral students with a primary area in performance.

***† 712 Major Study (Percussion). (4)**

One private one-hour or two half-hour lessons weekly in a percussion instrument. For doctoral students with a primary area in performance.

***† 713 Major Study (Strings). (4)**

One private one-hour or two half-hour lessons weekly in a string instrument. For doctoral students with a primary area in performance.

***† 714 Major Study (Harp). (4)**

One private one-hour or two half-hour lessons weekly in harp. For doctoral students with a primary area in performance.

***† 715 Major Study (Piano). (4)**

One private one-hour or two half-hour lessons weekly on the piano. For doctoral students with a primary area in performance.

***† 717 Major Study (Organ/**

Harpsichord). (4) One private one-hour or two half-hour lessons weekly on the organ or harpsichord. For doctoral students with a primary area in performance.

***† 718 Major Study (Voice). (4)**

One private one-hour or two half-hour lessons weekly in voice. For doctoral students with a primary area in performance.

***† 719 Major Study (Guitar). (4)**

One private one-hour or two half-hour lessons weekly on the guitar. For doctoral students with a primary area in performance.

743 Chamber Music. (1–4) Advanced development in the art of chamber music performance. Study of a variety of types of literature with emphasis on mature works. Refinement of ensemble skills and individual techniques.

A total of 4 hours of credit may be earned.

790 Advanced Conducting. (4) Baton technique, advanced study of vocal and instrumental scores, repertory development, and rehearsal techniques.

A total of 12 hours of credit may be earned, but no more than 4 in any one semester or term.

*** 791 Lessons in Advanced Conducting. (1–4)** One private half-hour lesson weekly for conducting students.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

799 Independent Study in Music Performance. (1–2) Opportunity to study specific needs or interests not covered by the regular course offerings in applied studies in music.

Prerequisite: permission of the associate director of applied studies in music.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

MUSIC THEORY AND COMPOSITION (MUSTH)

510 Choral Arranging. (2) Scoring for choir and choral ensembles. Gives particular attention to voicing, soloistic treatment of voices, texts, and other elements of traditional and contemporary scoring.

Not open to students who have credit in MUSTH 410.

511 Instrumentation and Orchestration.

(2) Instruments and their uses in orchestral practice. Develops creative writing concepts through orchestration. Principles of solo and combination writing presented through analysis. Required projects in solo and ensemble writing.

Not open to students who have credit in MUSTH 411.

513 Band Arranging. (2) Scoring for symphonic band and wind ensemble. Gives particular attention to voicing, sectional and cross-sectional doubling, soloistic treatment of instruments, and other elements of contemporary treatment in scoring.

Not open to students who have credit in MUSTH 413.

514 Commercial Arranging. (2)

Arranging concepts in commercial music. Writing in commercial idioms. The composer-arranger in the recording studio environment. Students will be assigned individual projects requiring laboratory participation.

Not open to students who have credit in MUSTH 414.

520 Sixteenth-Century Counterpoint.

(3) Exercises in contrapuntal writing designed to develop sensitivity to sixteenth-century polyphonic practice.

Not open to students who have credit in MUSTH 420.

527 Introduction to Computer

Applications in Music. (3) Computer systems and languages for musical

analysis, composition, and sound synthesis. A historical perspective of applications for these purposes. Programming procedures. Individual projects in students' special interest areas.

593 Workshop in Music Theory and Composition. (1–3) A one- or two-week workshop on special topics in music theory and composition.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

601 Graduate Theory Review. (3) Concise and thorough presentation of basic theoretical principles as taught in undergraduate courses. Required for those who did not pass the Graduate Theory Placement Test. Credit applicable only as an elective.

612 Compositional Practices of the Seventeenth and Eighteenth Centuries. (2–4) General trends with focus (to be announced) on one or more composers, major works, or special developments of the period.

A total of 4 hours of credit may be earned.

616 Theory of Nineteenth-Century Music. (2) Stylistic devices of selected composers of the nineteenth century.

617 Theory of Twentieth-Century Music. (2) Vocabulary, devices, tonal organization, notation, and other elements that characterize the compositional practices of twentieth-century music.

621 Analytical Technique. (3) Identification and analysis of significant compositional elements as determined by the musical context. Special attention given to musical practices before and after the period of tertian harmony.

Prerequisite: passing grade on the Graduate Theory Placement Test or MUSTH 601.

623 Twentieth-Century Counterpoint. (3) Exercises in contrapuntal writing designed to develop sensitivity to significant principles and procedures of twentieth-century music.

625 Electronic Music Studio 1. (3) Fundamentals of the physical and perceptual dimensions of sound as a basis for the electronic synthesis and analysis of musical sounds. Studio laboratory time required.

626 Electronic Music Studio 2. (2–6)

Individualized approach to the application of electronic sound synthesis compositionally or in educational research. Studio laboratory time required.

Prerequisite: MUSTH 625.

A total of 6 hours of credit may be earned.

628 Composition. (1–4) Musical composition suited to the needs of graduate students whose major professional interests lie outside the field of composition; students are free to work in the shorter forms and in less-advanced idioms.

A total of 4 hours of credit may be earned.

629 Composition. (3–9) Experience in writing for any size instrumental or vocal ensemble with emphasis on the cultivation of a personal style within the framework of current practice. Encourages students to examine and cultivate facility in the use of serialism and electronic techniques.

A total of 9 hours of credit may be earned.

635 Arranging Workshop. (1–4) Individualized, project-oriented, advanced skill development in arranging. Scoring of commercials, show components, marching band shows, and background music for film, TV, radio, and media productions.

Prerequisite: permission of the instructor.

A total of 4 hours of credit may be earned.

691 Independent Study in Music Theory. (1–3) Independent study in any branch of music theory or pedagogical practice by means of readings, analysis, research, speculative writing, or survey.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

692 Special Topics in Music Theory and Composition. (1–3) Explores problems of special interest to students and the instructor. Permits study of topics not formally treated in other courses.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

722 Seminar in the Principles of Music Theory. (3) Discursive study of theoretical principles from a historical and pedagogical point of view. Includes readings, research, writing, contemporary materials and their applications in program organization, implementation, and administration.

Prerequisite: MUSTH 621 or its equivalent or permission of the department chairperson.

729 Composition. (3) Continuation of MUSTH 629 with emphasis on personal style development.

A total of 12 hours of credit may be earned, but no more than 3 in any one semester or term.

791 Independent Study in Music Theory. (1–3) Independent study in any branch of music theory or pedagogical practice by means of readings, analysis, research, speculative writing, or survey.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

THEATRE AND DANCE

www.bsu.edu/theatre

Arts and Communications Building 306, (765) 285-8740

Chairperson: Bill Jenkins

Graduate Faculty: Fox, Jenkins, O'Hara, Yordon

PERFORMANCE STUDIES (PS)

532 Oral Interpretation of Prose Fiction. (3)

Study of the novel through the medium of solo performance.

Prerequisite: PS 230.

Not open to students who have credit in PS 432.

534 Oral Interpretation of Poetry. (3)

The study of poetry through the medium of oral performance.

Prerequisite: PS 230 or the equivalent.

Not open to students who have credit in PS 434.

535 Oral Interpretation of Drama. (3)

The study of dramatic literature through the medium of oral performance.

Prerequisite: PS 230 or the equivalent.

Not open to students who have credit in PS 435.

536 Studies in Oral Interpretation. (2)

Students with an interest in oral interpretation pursue a particular subject of study in depth.

Prerequisite: PS 230 or the equivalent.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

THEATRE (THEAT)

513 Studies in American Theatre. (3)

Significant movements in the American professional theatre and its drama.

517 History of Theatre 1. (3) Study of the Western theatre from its origins through the Renaissance, with emphasis on theatre architecture, production elements, theory, and representative dramatic literature.

Not open to students who have credit in THEAT 317.

518 History of Theatre 2. (3) Study of Western theatre from the Renaissance to the foundations of modern theatre in the late nineteenth century, with emphasis on theatre architecture, production elements, theory, and representative dramatic literature.

Not open to students who have credit in THEAT 318.

519 Modern Theatre. (3) Study of major movements in modern Western theatre since 1875, with emphasis on theoretical documents, production elements, and representative dramatic literature.

Not open to students who have credit in THEAT 319.

520 Scene Design. (3) Advanced training and experience in the problems of set design and lighting for theatrical productions in many forms and styles. Some elements of television design will be covered.

Not open to students who have credit in THEAT 420.

523 Theatre Costume Design. (3) Practice in the research, design, and building techniques involved in the preparation of period costumes for use in theatre productions. Special consideration is given to the costume problems facing the elementary or secondary school teacher involved in drama.

Not open to students who have credit in THEAT 423.

526 Stage Lighting Design. (3) Training and experience in the problems of stage lighting design for the proscenium and nonproscenium stage. Practical laboratory work in stage lighting of university productions.

Prerequisite: THEAT 326 or its equivalent.

Not open to students who have credit in THEAT 426.

529 Principles of Stage Makeup. (3) An investigation of the principles, techniques, and materials of stage makeup and practical experience in their application.

Not open to students who have credit in THEAT 229.

533 Styles of Acting. (3) Styles of acting appropriate to major types of drama from antiquity to the present.

Prerequisite: 6 hours of acting or the equivalent in theatre production.

Not open to students who have credit in THEAT 433.

551 Directing 2. (3) Further investigation of the work of the director with special reference to directing the various styles, modes, and periods of theatre.

Prerequisite: THEAT 350 or its equivalent.

Not open to students who have credit in THEAT 451.

552 Directing for the Musical Theatre. (3) The selection, organization, and direction of musical theatre productions. For practical laboratory work, the student may elect to concentrate on the production problems of either a specific musical comedy or an opera.

570 Methods and Materials in School Play Production. (3) For prospective and actual directors of secondary school plays. Choice of plays, community values, casting, secondary-school stages, advanced makeup, lighting, and stagecraft.

576 Creative Drama. (3) Principles of developing original dramatizations through improvisational techniques. Students are expected to observe and work with children as well as with college adults.

580 Summer Theatre Workshop. (2-4) Participation in the Summer Festival Theatre.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

591 Theatre Management. (3) Study and practice in box office procedures, house management, publicity, and promotions as related to college, community, and professional theatres.

Not open to students who have credit in THEAT 491.

601 Introduction to Research in Theatre. (3) The research methods available to theatre scholars.

625 Studies in Technical Theatre. (2-4) Technical problems of theatre production. Students must arrange to meet with the costume lab, the scenery lab, or the lighting lab.

Prerequisite: 6 hours of technical theatre or the equivalent.

A total of 4 hours of credit may be earned.

640 Theory and Criticism of Drama. (3) The nature, function, and significance of the drama as examined by major and minor critics and theorists of the past and present.

650 Directing Theory. (3) Past and present theories of directing drama. Secondary emphasis on practice of theories in directing stage, radio, and classroom dramatics.

690 Seminar: Theatre History. (2-6) Selected periods of theatre history, with emphasis on research and reporting in the specified areas.

Prerequisite: THEAT 517, 518, 519 or the equivalent.

A total of 6 hours of credit may be earned.

696 Directed Study in Theatre. (1)

Individual and directed study of research or creative projects in design, playwriting, acting, or directing, meeting the approval of the theatre staff.

A total of 4 hours of credit may be earned, but no more than 1 in any one semester or term.

COLLEGE OF SCIENCES AND HUMANITIES

www.bsu.edu/csh

North Quadrangle Building 112, (765) 285-1042

Dean of the College: Michael A. Maggiotto

Associate Deans: Susan M. Johnson, Donald Van Meter

INTERDEPARTMENTAL PROGRAMS

ASIAN STUDIES

ASIAN STUDIES (ASIAN)

598 Asian Studies: Selected Readings.

(3) Topics for independent study and research to be chosen and investigated in consultation with the department and instructor involved.

Prerequisite: permission of the program director.

A total of 6 hours of credit may be earned.

SCIENCE

www.bsu.edu/sciencedoc

Director of Doctoral Programs: Walter Smith

www.bsu.edu/physics

Director of Master's Programs: David Ober

MASTER OF ARTS IN GENERAL SCIENCE

Admission

The program is designed for students choosing a profession in public school teaching. While increasing their knowledge in the general sciences,

students may also earn credits that can be applied to license renewal.

Applicants for all graduate programs offered by the Department of Physics and Astronomy must meet the admission requirements of the Graduate School and take the Graduate Record Exam (GRE) or an equivalent exam.

Degree Requirements

The student may write a research paper (RES 697) or a thesis (THES 698) on a research project in a specific science area or on a science education topic. The research paper earns a total of 3 hours credit and the thesis earns 6 hours credit.

PREFIX NO SHORT TITLE CR HRS

Major requirements

Course work in at least three of the following: biology, chemistry, earth space science (geology and/or astronomy), and physics. 15–24

SCI 696 Cur Is Sc Ed (3–6) or

PHYCS 691 Adv Gen Sci (3) 3

THES 698 Thesis (1–6) or

RES 697 Research Ppr (1–3) or

BIOT 590 Recomb Techn (3) or

SCI 699 Res Mth Ed (3) 3–6

Minors and nondepartmental electives as approved by the department 0–6

30 hrs

Minors are optional, but if taken must include at least 6 hours of courses approved by a designated advisor from the minor area and the department of physics and astronomy.

DOCTORAL PROGRAMS

Programs Administration

The Science and Science Education Doctoral Coordinating Committee, chaired by the director of doctoral programs, is responsible for the administration of the doctor of science and doctor of science education programs.

Admission

Applicants must meet admission requirements of the Graduate School. Applicants for the EdD in science education must hold valid teaching licenses and have had at least two years of successful public school teaching. The applicant's credentials are screened by the director of doctoral programs and an admissions committee in the applicant's major science field. Correspondence and interviews are used to evaluate potential applicants before admission to either degree program. The GRE (general test and advanced test in the proposed

science major field) is required. A faculty committee reviews the applicant's credentials and rules on acceptance or denial. An interview with the applicant may be requested by the committee.

Residency Requirement

Students in the doctor of education in science and science education programs have two alternatives to fulfill residency requirement:

- completion of at least 15 semester hours in two consecutive semesters of graduate work beyond the master's.
- completion of at least 24 hours in four consecutive semesters with a minimum of 6 hours in each of these semesters.

DOCTOR OF EDUCATION IN SCIENCE

This degree prepares students to become teachers in community colleges and liberal arts colleges or universities. Candidates plan a broad-based major in a science field with supporting work in education and a second science. The dissertation is written either in the science field or in education in the student's major science field. A teaching internship, a required part of the program, allows candidates to acquire experience in the techniques of conventional as well as technology oriented systems instruction. The program requires a minimum of 90 hours of approved graduate work beyond the bachelor's degree.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Major Area of Study

Courses in major field selected from one of the following or related areas: biology, chemistry, computer science, geology, mathematical sciences, natural resources and environmental management, physics/astronomy, or physiology/health sciences. 36

SCI 696 Cur Is Sc Ed (3–6) 3

790 Intern Sc Ed (1–4) 3

ID 705 Resrch Collq (1–3) 2

Cognate

24 hours in a science field different from the major; or 15 hours in a science field or related area different from the major plus 9 hours in education not included in the education requirement. 24

Education			
A course in learning or in development			3
EDPSY	646	Tests Meas	3
EDHI	609	Prep Prof	3
	610	Isu High Ed	3
DISS	799	Drs Dissert (1–10)	10
			<hr/> 90 hrs

DOCTOR OF EDUCATION IN SCIENCE EDUCATION

This degree prepares students to assume positions as science education leaders in the K–12 setting or as university science educators. The major consists of approximately equal components of education and science with supporting work in additional science fields. The dissertation is concerned with science education at the elementary, middle, secondary, or college level. A teaching internship, a required part of the program, gives the candidate experience in methods classes and in lower-division science classes. The program requires a minimum of 90 hours of approved graduate work beyond the bachelor's degree.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Major Area of Study			
Courses in major field selected from one of the following or related areas: biology, chemistry, computer science, geology, mathematical sciences, natural resources and environmental management, physics/astronomy, or physiology/health sciences			
SCI	696	Cur Is Sc Ed (3–6)	3
	790	Intern Sc Ed (1–4)	3
ID	705	Resrch Collq (1–3)	2
Cognate			
Courses in a science field different from the major or related area			
Education			15
Courses in education and science education not included in major			
A course in learning or in development			20
EDPSY	646	Tests Meas	3
EDHI	609	Prep Prof	3
	610	Isu High Ed	3
DISS	799	Drs Dissert (1–10)	10
			<hr/> 90 hrs

SCIENCE (SCI)

690 Workshop in Science Education. (1–12) Practical experience with teaching science at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific topic (e.g., chemistry or geology). May be repeated for different level and/or topic.

Prerequisite: teaching experience or certification or permission of the instructor.

A total of 24 hours of credit may be earned, but no more than 12 in any one semester or term.

695 Advanced Teaching Methods in Science. (3–6) Recent developments in science teaching at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific topic (e.g., biology or physics). May be repeated for different level and/or topic.

Prerequisite: teaching experience or certification or permission of the instructor.

A total of 6 hours of credit may be earned.

696 Current Issues in Science Education. (3–6) Current research and theory of teaching science at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific science topic (e.g., chemistry or geology). May be repeated for different level and/or topic.

Prerequisite: permission of the instructor.

A total of 6 hours of credit may be earned.

699 Research Methodology in Science Education. (3) Identification of research problems in science and science education. Introduction to types of research, research design, and grant-writing. Review of literature pertinent to a special topic of student interest. Development of a research proposal.

Prerequisite: permission of the department chairperson.

790 Internship in Science Education. (1–4) Supervised experience in instruction of science or science education courses.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

SOCIAL STUDIES

www.bsu.edu/history
Director of Master’s Program: Dean Cantu

MASTER OF ARTS IN SOCIAL SCIENCE

Admission

Applicants must meet the admission requirements of the Graduate School. To qualify for a graduate assistantship in the department, an applicant must take the general and subject (one of the social science disciplines) tests of the Graduate Record Examination (GRE) and ordinarily have an undergraduate grade point average of at least 3.0 on a scale of 4.0.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Major requirements
Courses from anthropology,

economics, geography, government, psychology, sociology, United States history, and world civilization; at least one social studies methods course.

Three courses must be 600-level. 15

Research requirement

SS 694 Sem Cur Inst (1–5)

or
RES 697 Research Ppr (1–3)

or
THES 698 Thesis (1–6) 3–6
Minors and electives 9–12

30 hrs

DEPARTMENTS

ANTHROPOLOGY

www.bsu.edu/anthropology
Burkhardt Building 315, (765) 285-1575
Chairperson: Paul B. Wohlt
Graduate Committee: Gail Bader, Ronald Hicks, Don Merten
Graduate Faculty: Bader, Bowers, Boyd, Cochran, Coffin, Groover, Hicks, McCord, Merten, M. Quinlan, R. Quinlan, Waite, Wohlt

PROGRAMS

Master of arts (MA) in anthropology

Admission

Applicants must meet the admission requirements of the Graduate School,

meet a cumulative undergraduate minimum grade point average of 2.75 on a 4.0 scale, and have the approval of the department graduate committee. The graduate committee bases its decisions on the applicant’s

undergraduate transcripts; Graduate Record Examination (GRE) scores; written recommendations; and a 300–500 word narrative detailing relevant background, reasons for wishing to undertake graduate study in this department, and the relationship of such study to long-term goals and interests in anthropology. Applicants whose undergraduate majors are not anthropology or closely related subjects may be required to complete undergraduate courses to acquire background knowledge. Credit for these courses does not apply to degree requirements. It is suggested that students wishing to specialize in archaeology participate in a summer field school or have equivalent experience before beginning studies.

MASTER OF ARTS IN ANTHROPOLOGY

Degree Requirements

The minimum requirement for the MA in anthropology is 32 hours of graduate credit. Although students are encouraged to take general courses, specializations are available in cultural and physical anthropology and archaeology. In keeping with the principle that students should have a broad knowledge of anthropology, core courses covering three of the major subdisciplines are required; this requirement can be waived only by the graduate committee. In order for students to acquire a background in anthropological thought, ANTH 600 Graduate Studies Seminar and ANTH 612 Anthropological Theory are also required. A required 6-hour thesis permits students to specialize and acquire skills in research methods and techniques. Beyond these requirements, each student's plan of study will be tailored to individual needs.

PREFIX NO SHORT TITLE CR HRS

Required Courses

ANTH	600	Grad Sem (1–2)	2
	601	Scop Cultral	3
	603	Scop Archaeo	3
	605	Scop Physicl	3
	612	Anth Theory	3
THES	698	Thesis (1–6)	6

12 hours from

ANTH or other electives approved by graduate advisor

12

32 hrs

Graduate Minor in Anthropology

Requires a minimum of 9 hours of approved anthropology courses. Students wishing to pursue a minor should contact the department chairperson before taking any anthropology courses.

ANTHROPOLOGY (ANTH)

504 History of Archaeology. (3)

Development of archaeological thought over the past two centuries focusing on major figures and their contributions.

Not open to students who have credit in ANTH 404.

505 Topics in Physical Anthropology. (3–9)

Covers a variety of advanced current and special topics in physical anthropology, depending on students' interests and capacities. May be repeated for different topics.

Prerequisite: an introductory physical anthropology course; permission of the instructor.

A total of 9 hours of credit may be earned.

506 The Anthropology of Physical Growth and Development. (3)

Children's physical growth and development, its regulation, variation, and assessment in different times and places.

Prerequisite: an introductory physical anthropology course.

Not open to students who have credit in ANTH 306.

507 Applied Anthropology. (3)

Investigates the problems and work that engage the attention of anthropologists outside the university setting. Examination of new skills needed to supplement those traditionally taught in anthropology.

Not open to students who have credit in ANTH 307.

512 Ecological Dimensions of Culture. (3)

Explores the system of relationships between any human population and its environment, focusing on cultural behavior. Uses studies from ancient to modern times and models and theories from ecology and anthropology.

Prerequisite: an introductory cultural anthropology course (waived for minors in Environmentally Sustainable Practices) or permission of the instructor.

Not open to students who have credit in ANTH 312.

515 Human Paleontology. (3) Fossil record of the evolution of humans and their primate predecessors.

Prerequisite: ANTH 206 or equivalent or permission of the instructor.

Not open to students who have credit in ANTH 315.

516 Human Osteology. (3) Laboratory and lecture dealing with the human skeleton including identification of whole and fragmentary bones and the assessment of the age, stature, sex, and other traits of a skeleton as applied to paleodemography, paleopathology, and forensic problems.

Prerequisite: ANTH 206 or equivalent or permission of the instructor.

Not open to students who have credit in ANTH 416.

521 Social Organization. (3) Systematic cross-cultural analysis of human organizations from kinship-based societies to modern bureaucracies. Using an evolutionary approach, develops both theoretical perspectives and practical understanding.

Prerequisite: ANTH 101, 111; permission of the instructor.

Not open to students who have credit in ANTH 321.

523 Rock Art of the World. (3) Survey of prehistoric rock art of the world, including European cave paintings. Markings will be interpreted and functionally examined with regard to aesthetic, ceremonial, and informational content. Methods of recording will be stressed.

Not open to students who have credit in ANTH 323.

525 Physical Diversity and Adaptation. (3) Human biological variation in the contemporary world: examination of its distribution, inheritance, development, and adaptiveness.

Prerequisite: ANTH 206 or permission of the instructor.

Not open to students who have credit in ANTH 305.

527 Culture and Medicine. (3) Focuses on conceptions of health and illness from a cross-cultural perspective.

Not open to students who have credit in ANTH 427.

529 Laboratory Methods in Material Culture. (3) Addresses artifacts as reflections of culture. Focuses on ethnoarchaeology and experimental archaeology, as well as the integration of research design, recovery,

identification, and laboratory analysis of artifacts from archaeological sites.

Prerequisite: ANTH 101, 103.

Not open to students who have credit in ANTH 329.

530 Topics in Native North American Cultures. (3) Considers particular features of American Indian cultures or Indian cultures of a particular area not focused on by other courses. May be repeated for different topics.

Not open to students who have credit in an undergraduate course covering the same topic.

531 North American Indians. (3) Cultures of North American Indians emphasizing their economic, socio-political, and religious institutions.

Not open to students who have credit in ANTH 331.

532 Indians of the Great Lakes. (3) In-depth study of selected Native American cultures indigenous to the Great Lakes region from the time of European contact to the contemporary period.

Not open to students who have credit in ANTH 332.

534 Midwestern Archaeology. (3) Archaeological development of the Midwest traced through the Paleo-Indian, Archaic, Woodland, and Mississippian stages.

Prerequisite: ANTH 103 or 204.

Not open to students who have credit in ANTH 334.

537 Contemporary Problems of the American Indians. (3) Detailed study of current issues facing Native Americans. Particular issues facing tribes in specific regions and general issues of a pan-Indian nature will be covered. Taught in the field with seminars with Indian leaders.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Not open to students who have credit in the corresponding undergraduate course in the same region.

540 Anthropological Field Trip. (3-6) Exposes students to lifeways of groups outside mainstream society whose lives and communities are significantly shaped by the policies of the larger society. Can be used for trips in various subfields of anthropology when appropriate.

Prerequisite: permission of the instructor.

A total of 6 hours of credit may be earned.

541 Anthropology and Women. (3) Development of the female phenotype; variation in the roles assigned in cultures of differing levels of complexity, from gatherer-hunters to industrial societies—both Western and nonWestern—and the contributions of women anthropologists to understanding this variation.

Not open to students who have credit in ANTH 341.

542 American Culture. (3) Examines how the values, beliefs, and norms of American culture are integrated into and symbolized in various media. Explores how Americans experience and resolve cultural tensions between individualism and community, equality and hierarchy, competition and cooperation.

Not open to students who have credit in ANTH 342.

543 Historical Archaeology. (3) Covers the major principles and techniques of archaeology as they are applied to historical sites.

Not open to students who have credit in ANTH 343.

545 Archaeological Field School. (3–6) Provides the practical application of archaeological methods, techniques, and strategies in a field setting. Participation in a supervised investigation of a formal archaeological problem at an actual archaeological site or at an experimental site.

Prerequisite: permission of the instructor.

A total of 6 hours of credit may be earned.

550 Ethnographic Field School. (9) An intensive immersion in the methods of field research in cultural anthropology. Emphasizes problem formulation, observation, interviewing, writing, and interpretation of field data. Field schools are intended to provide specific skills that result in an ethnographic report.

Prerequisite: ANTH 559; permission of the instructor.

551 Witchcraft, Magic, and Religion. (3) Anthropological study of humankind's age-old concern with life, death, sickness, and the unknown. Discusses human attempts to control life through

supernatural beings, prayer, sacrifice, and techniques of magic and witchcraft.

Not open to students who have credit in ANTH 451.

555 Primatology. (3) Comparative survey of nonhuman primates, their biology and behavior.

Prerequisite: ANTH 206 or permission of the instructor.

Not open to students who have credit in ANTH 455.

557 Applied Archaeology. (3) Special problems of contract, conservation, and public archaeology, including laws and guidelines, relations with governmental and private agencies, research design and proposals, field and laboratory methods, and curation.

Not open to students who have credit in ANTH 457.

559 Ethnographic Methods. (3) Develops the ability to conduct and comprehend ethnographic research. Includes research design, data collection, analysis, reporting, basic statistics, and computer use. Emphasizes both quantitative and qualitative techniques for basic and applied research.

Prerequisite: 15 hours of ANTH courses or permission of the instructor.

Not open to students who have credit in ANTH 459.

560 Topics in Ethnology. (3) Considers special topics not covered by regular courses. One topic is studied in a semester. May be repeated for different topics.

Not open to students who have credit in an undergraduate course covering the same topic.

564 European Prehistory. (3) Prehistory of Europe from the Paleolithic through the Iron Age emphasizing the regions north and west of the classical world.

Not open to students who have credit in ANTH 364.

567 Culture Change. (3) Surveys the major concepts and processes of culture change, emphasizing the causes of change and their effects on individuals and groups.

Not open to students who have credit in ANTH 467.

570 Topics in Regional Ethnography. (3) Considers the culture of a selected geographic area not covered by regular courses. May be repeated for different areas.

Not open to students who have credit in an undergraduate course on the same geographic area.

571 Ethnohistory. (3) Methods and techniques of ethnohistory using information on traditional ethnographic groups, particularly in the Americas.

Not open to students who have credit in ANTH 471.

577 Topics in Museum Operations. (3) Introduces various aspects of museum operations, such as organization, financing, curation, exhibits, public interpretation, and conservation of collections. Emphasizes ethnographic and archaeological collections. May be repeated for different topics.

Not open to students who have credit in ANTH 377.

580 Topics in Archaeology. (3) Surveys archaeology of a selected region (e.g., Southwest) or focuses on a specialized area. May be repeated for different topics.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

581 Culture, Economy, and Development. (3) Concerned with a culturally embedded view of allocation, conversion, production, distribution, and consumption of resources. Emphasizes economic development in third- and fourth-world countries.

Not open to students who have credit in ANTH 481.

582 Indians of the American Southwest. (3) Surveys prehistoric, historic, and contemporary cultures of selected Southwest Indian groups. Emphasizes culture-specific solutions to problems perceived in their relationship to their natural and social environments.

Not open to students who have credit in ANTH 482.

600 Graduate Studies Seminar. (1) Introduction to the nature, purpose, and practice of scholarly inquiry in academic and applied environments. Includes exposure to major literature and research resources in the field, familiarization with professional culture and faculty resources, individual program design, and thesis planning.

A total of 2 hours of credit may be earned, but no more than 1 in any one semester or term.

601 Scope of Cultural Anthropology. (3) Overview of theory in cultural

anthropology and its application to various conditions of recent and contemporary human society and culture.

Prerequisite: undergraduate anthropology major or minor, admission to anthropology graduate program or permission of the instructor.

603 Scope of Archaeology. (3) Overview of current archaeological research foci and interpretive frameworks in their historical context. Considers the relationship of archaeology to the other subdisciplines of anthropology and broader anthropological concerns.

Prerequisite: undergraduate anthropology major or minor, admission to anthropology graduate program or permission of the instructor.

605 Scope of Physical Anthropology. (3) Survey of the basic method and theory of physical anthropology.

Prerequisite: undergraduate anthropology major or minor, admission to anthropology graduate program or permission of the instructor.

612 Anthropological Theory. (3) Focuses on conceptualization of culture and other related ideas over time. Deals with theory formulation in anthropology and other social sciences.

Prerequisite: undergraduate anthropology major or minor, admission to anthropology graduate program or permission of the instructor.

690 Independent Study in Anthropology. (1–3) Topics to be chosen and investigated in consultation with the instructor with special competence in the subject involved.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

695 Research Methods in Anthropology. (3) An opportunity to use research techniques appropriate to one or more subfields of anthropology in developing a research model, gathering and analyzing data, and organizing the material in a research paper or report.

696 Internship in Anthropology. (3–6) On-the-job experience practicing anthropology for a period of five to ten weeks with an institution or agency.

A total of 6 hours of credit may be earned.

BIOLOGY

www.bsu.edu/biology

Cooper Science Complex 121, (765) 285-8820

Chairperson: Carl E. Warnes

Director of Doctoral Programs: Walter S. Smith

Advisor of Master's Programs: Carl E. Warnes

Graduate Faculty: Badger, Bruns, Camarillo, Chatot, Clase, DeSouza, Dodson, Hammersmith, Islam, Lauer, LeBlanc, McDowell, McKillip, J. Mitchell, M. Mitchell, Morrell, Olesen, Pyron, Reilly, Ruch, Saxon, Smith, Vann, Warnes

PROGRAMS

Master of arts (MA) in biology; master of science (MS) in biology; doctor of education (EdD) in science (biology) and in science education. Graduate minors in biology are also offered at the master's level. A biotechnology certificate is also available. The science and general science program requirements may be found in the Science section, page 158.

See the Science listing under the College of Sciences and Humanities, page 159 for the doctoral programs in science and science education.

MASTER'S PROGRAMS

Admission

Applicants must meet the admission requirements of the Graduate School and submit scores from the Graduate Record Exam (GRE). Students should have good backgrounds in the life sciences, chemistry, mathematics, and physics and baccalaureate degrees with majors or minors in biology or the equivalent. Exceptions may be made by petition to the department. Students entering without adequate background are expected to make up the deficiencies during their first year.

Professionalization of a Teaching License

Any of the master's programs may be used to convert a standard-grade teaching license to a professional-grade teaching license. Teachers working

toward professional certification must complete a 9-hour professional education component, which includes at least one of the following: BIO 691, 694, PHYCS 691, or SCI 696. The BIO, PHYCS, or SCI hours may count toward the major area, the other hours as minor and elective hours toward the total of 30 hours.

MASTER OF ARTS IN BIOLOGY

Designed to strengthen the student's background in biological sciences and related disciplines through course work at the graduate level; there is no research thesis requirement. Prepares students for jobs in biomedical laboratories, natural resource management agencies, scientific supply firms, environmental consulting firms, and scientific publishing firms, as well as for further education.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
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Approved courses from BIO, BOT, ZOOL, SCI

THES	698	Thesis (1-6)		
		or		
RES	697	Research Ppr (1-3)		
		or		
BIOT	590	Recomb Techn (3)		
		or		
SCI	699	Res Mth Ed (3)	16-30	
Minors and electives			0-14	

30 hrs

Minors are optional, but if taken must include at least 8 hours of courses

approved by a designated advisor from the minor area and the biology department.

MASTER OF SCIENCE IN BIOLOGY

Includes both graduate course work and extensive research experience culminating in a research thesis. It is designed to prepare students for further study at the doctoral level, but graduates may also find employment in research-oriented activities of government agencies or private business firms.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Major requirements

Approved courses from BIO, BOT, ZOOL, SCI

THES	698	Thesis (1-6)	16-30
Minors and electives			0-14

30 hrs

Minors are optional, but if taken must include at least 8 hours of courses approved by a designated advisor from the minor area and the biology department.

GRADUATE MINOR IN BIOLOGY

Requires 8 or more hours of approved BIO, BOT, and ZOOL courses.

BIOTECHNOLOGY CERTIFICATE

PREFIX NO SHORT TITLE CR HRS

BIO	557	Molecular	4
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BIOT	590	Recomb Techn	3
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	591	Th/App PCR	3
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	592	Prot Iso Ana	3
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	593	Prof Dev	1
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	594	Cell Culture	2
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	595	Seq/Bioinfo	2
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	596	Res Des/Pres	2
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1-6 hours from

BIO	669	Intern Bio (1-6)	
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	694	Pract Sci Ed (1-6)	
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	697	Research (1-3)	
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RES	697	Research Ppr (1-3)	1-6
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21-26 hrs

BIO 655 is a prerequisite for the program.

BIOLOGY (BIO)

501 Developments in Modern Biology. (3-6) Stresses recent discoveries in biology and integrates and enhances understanding of basic principles of the discipline.

A total of 6 hours of credit may be earned.

516 Population Ecology. (3) Presents fundamental principles of population growth and regulation, including both with-species and between-species interaction. Implications for over-population, endangered species, and pest and game management are discussed. Laboratory includes both experimental studies and computer simulation exercises.

Prerequisite: BIO 216.

Not open to students who have credit in BIO 416.

518 Community and Ecosystem

Ecology. (3) Principles of ecological organization at the community and ecosystem levels. Emphasizes the processes that influence the structure and function of communities and ecosystems. Laboratory includes field and lab studies of plant and animal systems.

Prerequisite: BIO 216.

Not open to students who have credit in BIO 418.

520 Field Biology of Distant Areas.

(3-12) The species peculiar to selected geographic areas. Ecology, flora, and fauna. Travel may be by air. Seminars may be scheduled regularly throughout the course. Registration fee may include travel charges as well as the general fee.

Prerequisite: permission of the department chairperson.

A total of 12 hours of credit may be earned.

540 Evolution. (3) Principles, evidence, and the historical context of modern evolution theory. Some attention will be given to the origin of life and the evolution of plants and animals.

Not open to students who have credit in BIO 440.

546 Applied Microbiology. (3) Study of microorganisms that effect beneficial and detrimental changes in foods (including milk and milk products) and industrial fermentations.

Prerequisite: BIO 213 or permission of the department chairperson.

Not open to students who have credit in BIO 446.

548 Biometry. (3) Principles and applications of statistics to biological problems. The use of parametric and nonparametric tests of significance in the analysis of data and the interpretation of experiments.

Prerequisite: MATHS 108 or its equivalent or permission of the department chairperson.

Not open to students who have credit in BIO 448.

552 Advanced Genetics. (3) Bacterial and eukaryotic genetics with emphasis on recent developments in molecular genetics. Topics include alternative structures of DNA, mechanisms of DNA replication, mutagenesis, DNA rearrangements, regulation of gene expression, RNA processing, and molecular and mutagenetic analysis of the cell cycle.

Prerequisite: BIO 214; CHEM 231.

Not open to students who have credit in BIO 452.

553 Human Genetics and the Problems of Humankind. (3) Current developments in human heredity. Human chromosome aberrations. DNA, the genetic code, and mutations. Consanguineous marriages and genetic defects. Mendelian principles applied to humans. Pedigrees and probability. Genetic screening and counseling. Social, ethical, and legal problems and advances in genetics.

Not open to students who have credit in BIO 453.

554 Development and Evolution of Genomes: Genomics and Proteomics. (3) Analysis of the development,

expression, and evolution of genomes through the examination of genomics and proteomics. Attempts to explore the theoretical basis of developing technologies to provide models for application to current questions in biological systems from the cellular or organismal levels by treatment of the genome as a system.

Prerequisite: BIO 214, 215; or permission of the instructor.

Not open to students who have credit in BIO 454.

556 Cancer Biology. (3) Examination of the biological basis of cancer, discussion of related contemporary issues, and overview of recent advances in cancer research. Emphasis on cancer progression, tumor production, etiology/epidemiology, prevention, modern therapies, and patient management.

Prerequisite: BIO 215, its equivalent, or permission of the department chairperson.

557 Molecular Biology. (4) Structure and function of macromolecules in living things. Emphasizes three-dimensional structures; models for enzyme mechanisms, DNA replication; protein synthesis and membrane function; and applications of biotechnology.

Prerequisite: BIO 215 or the equivalent, or permission of the department chairperson.

Not open to students who have credit in BIO 457.

560 Microtechniques. (4) A lecture/lab course in the preparation of biological material for microscopic examination in teaching, research, and clinical applications. Emphasizes preparation of smears, squashes, whole mounts, paraffin, and frozen plant and animal sections, and photomicrography.

Not open to students who have credit in BIO 460.

570 Developmental Biology. (4) Recent advances and theories in early embryogenesis and developmental biology. Major emphasis on genetic and molecular mechanisms operating during developmental phenomena. Topics include fertilization, mosaic versus regulative development, regulation of gene expression, patterning, germ line and sex determination, and neoplasia. Lecture and laboratory.

Prerequisite: BIO 215 or equivalent or permission of the department chairperson.

Not open to students who have credit in BIO 470.

580 Limnology. (3) The physical, chemical, and biological characteristics of inland waters. Laboratory time and several field trips will be devoted to exploring techniques for the evaluation of representative aquatic ecosystems.

Prerequisite: BIO 216 or permission of the department chairperson.

Not open to students who have credit in BIO 480.

582 Aquatic Microbiology. (3) Microorganisms indigenous to nonpolluted and polluted aquatic ecosystems. Emphasizes nutrient cycling and the use of microorganisms as indicators of pollution. Morphology, physiology, and ecology of specific organisms. Lecture and laboratory.

Prerequisite: BIO 213.

Not open to students who have credit in BIO 482.

583 Marine Biology. (3) Introduction to marine environments. Properties of seawater, hydrodynamics. Phytoplankton and benthic plants. Primary production, nutrient cycles. Marine animals, surveys of major taxa. Adaptations for life on the bottom, open water, intertidal zones, estuaries, and abyssal regions. Problems of overexploitation and pollution.

Not open to students who have credit in BIO 483.

592 Bioethical Decision Making. (3) Development of decision-making skills through the analysis and personal resolution of bioethical problems created by the application of new biological and biomedical knowledge and technologies.

Not open to students who have credit in BIO 492.

628 Readings in Biology. (1-3) Directed readings for majors in biology. Individualized program of readings developed under the supervision of a faculty member.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

629 Seminar in Biology. (1) Review and discussion of the literature related to selected topics of current interest in biological research.

Prerequisite: permission of the department chairperson.

A total of 2 hours of credit may be earned, but no more than 1 in any one semester or term.

631 Virology. (4) In-depth study of viruses, particularly animal viruses. Topics will include the physical and chemical properties of viruses, virus-host interactions, pathogenesis, treatment, lab diagnosis, and prevention. Emphasizes recent developments in the primary literature.

Prerequisite: one course in microbiology and organic chemistry.

636 Immunology. (4) Study of immune responses and the immune system with particular emphasis on recent developments. Topics include cellular interactions, immunochemistry, immunogenetics, ontogeny and regulation, tolerance, and immune inflammation as well as current techniques in cellular immunology.

Prerequisite: microbiology, organic chemistry, and biochemistry or cell biology.

Not open to students who have credit in BIO 344.

641 Medical Bacteriology. (3) Study of pathogenic bacteria with emphasis on morphology and physiology. Laboratory techniques in culturing, isolating, and identifying bacteria.

Prerequisite: BIO 213; CHEM 231.

Not open to students who have credit in BIO 341.

642 Medical Microbiology. (8) Microbiology for medical students with consideration of bacteria, fungi, viruses, and parasites as agents in human disease and the immunological and serological elements of the host-parasite relationship.

Open only to medical students or by permission of the department chairperson.

653 Medical Genetics. (2) Genetics for medical students: basic genetic principles, human cytogenetics, molecular genetics, genetic epidemiology; probability, population and quantitative (multifactorial) genetics; dermatoglyphics, etiology of birth defects, inborn metabolic disorders, genetic screening and counseling, genetics of mental illness and cancer, pharmacogenetics, immunogenetics, and genetic engineering.

Open only to medical students or by permission of the department chairperson.

655 Cell Biology. (4) Biology of the cell, including cell morphology, bioenergetics, enzyme function, cell environment, membrane structure and function, cell metabolism, and cell differentiation and growth.

Prerequisite: CHEM 360.

Not open to students who have credit in BIO 215.

669 Internship in Biology. (1-6) Paid, supervised field and laboratory experience in public or private agencies (or in the Department of Biology). Training involves application of biological principles in the work environment.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

691 Developments in Biology Education. (3) Origin, content, emphasis, and objectives of recent curriculum developments and philosophical approaches to teaching science in the secondary school. Student activities include presentation of current topics and creation of instructional materials that incorporate the most current techniques.

Prerequisite: an undergraduate major or minor in science.

694 Practicum in Science Education. (1–6) Science curricula and instruction in classroom situations. Needs assessment in science education from the point of view of inservice teachers and their students. Staff consultation in implementation of improved science programs.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

697 Research in Biology. (1–3) Independent research for biology majors at the master's level. Students' research projects must be developed in consultation with a faculty member. As much as 3 hours of credit may be applied toward a master's degree.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

796 Research in Biology. (1–6) Independent research for biology majors at the doctoral level. Students' proposed research projects must be developed in consultation with a faculty member.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned, but no more than 6 in any one semester or term.

BIOTECHNOLOGY (BIOT)

590 Introduction to Recombinant DNA and RNA Techniques. (3) Study of the fundamental methods and approaches used in biotechnology with experiences in recombinant DNA and RNA techniques. Emphasis on theory and practice of commonly used scientific techniques, experimental design, and reading and analysis of scientific literature.

Prerequisite: BIO 215 or 655.

Not open to students who have credit in BIOT 490.

591 Theory and Applications of the Polymerase Chain Reaction. (3) Study of the theory of the polymerase chain reaction and its standard applications in research. Emphasis on experimental design and optimization of reactions, applications in DNA and RNA analysis, differential display, site-directed mutagenesis, and subcloning of PCR products.

Prerequisite: BIO 215 or 655.

Not open to students who have credit in BIOT 491.

592 Protein Isolation and Analysis. (3) Study of the theory and application of techniques involved in protein isolation, characterization, and analysis. Emphasis on understanding principles of protein purification, laboratory experiences in protein separation, detection and analysis of structure function relationships.

Prerequisite: BIO 215 or 655.

Not open to students who have credit in BIOT 492.

593 Professional Development in Biotechnology. (1) Emphasizes curriculum vita development. Provides employment counseling, discussion of job ethics and values, information on laboratory set-up, and job interview strategies.

Not open to students who have credit in BIOT 493.

594 Cell Culture Techniques. (2) Study of the practice and theory of cell and tissue culture. Emphasis on the application of basic concepts and techniques to the in vitro culture of many different cell types.

Prerequisite: BIOT 590.

Not open to students who have credit in BIOT 494.

595 DNA Sequencing and Bioinformatics. (2) Covers the determination of DNA nucleotide sequence and Internet/software utilization of DNA and protein databases for sequence analysis.

Prerequisite: BIOT 590.

Not open to students who have credit in BIOT 495.

596 Research Design and Presentation. (2) Emphasizes improvements in oral and written communication skills, and development of an independent research proposal.

Prerequisite: BIOT 590.

Not open to students who have credit in BIOT 496.

BOTANY (BOT)

540 Taxonomy of Vascular Plants. (4)

Identification, use, and care of native and ornamental trees, shrubs, vines, and herbaceous plant material. The use of botanical keys, manuals, and texts in the identification of plant taxa.

Prerequisite: BIO 112 or permission of the department chairperson.

Not open to students who have credit in BOT 440.

542 Economic Botany. (3) The cultivation, processing, environmental requirements, and use of plants and plant derivatives for food, drugs, dwellings, clothing, and power.

Not open to students who have credit in BOT 442.

544 Plant Propagation and Management.

(3) Practical experience in the different methods of plant propagation, care, and cultivation for use in the home, school, garden, and greenhouse. Diseases, pathogens, and pests of the plant.

546 Medical Mycology. (3) Study of fungi with emphasis on pathogenic forms. Methods of identification of fungi will be discussed along with morphology and biochemistry of fungi.

Prerequisite: BIO 213.

Not open to students who have credit in BOT 446.

551 Plant Physiology. (4) An introductory treatment of the physiological activities of green plants with emphasis on plant growth substances, photosynthesis, and intermediate metabolism.

Prerequisite: BIO 112; CHEM 231.

Not open to students who have credit in BOT 451.

560 Plants and Their Allies. (4)

Evolutionary-phylogenetic survey of plant forms. Includes bacteria, algae, fungi, bryophytes, and vascular plants. Emphasizes comparative morphology and anatomy, reproductive structures, cycles, and adaptations to varying habitats.

Prerequisite: BIO 111, 112.

570 Dendrology. (3) The identification and site characterization of woody plants with emphasis on midwestern tree species. Use of botanical features and keys in field identification. Correlation of species with site conditions, plant diseases, climatic parameters, associate species, and geographical distribution.

Prerequisite: BIO 112 or permission of the department chairperson.

Not open to students who have credit in BOT 470.

580 Plant Ecology. (3) Factors affecting the distribution and abundance of plants. Patterns, structure, and development of plants at the individual, population, and community levels. Laboratory provides experience with ecological experimentation at the physiological, population, and community levels.

Prerequisite: BIO 216 or permission of the instructor.

581 Aquatic Botany. (4) The collection and identification of nonvascular and vascular plants from fresh water ecosystems. Emphasizes morphology, physiology, and ecology of these plants to explain their distribution in nature. Class project and field trips may be used to demonstrate ecological relationships.

Prerequisite: BIO 112 or permission of the department chairperson.

Not open to students who have credit in BOT 481.

SCIENCE (SCI)

501 Electron and Confocal Microscopy.

(3) Introduction to the techniques and theory of electron and confocal microscopy. Emphasizes basic procedures employed in specimen preparation, production of micrographs and operation of the transmission, scanning, and confocal microscopes.

690 Workshop in Science Education.

(1–12) Practical experience with teaching science at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific topic (e.g., chemistry or geology). May be repeated for different level and/or topic.

Prerequisite: teaching experience or certification or permission of the instructor.

A total of 24 hours of credit may be earned, but no more than 12 in any one semester or term.

695 Advanced Teaching Methods in Science. (3–6)

Recent developments in science teaching at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific topic (e.g., biology or physics). May be repeated for different level and/or topic.

Prerequisite: teaching experience or certification or permission of the instructor.

A total of 6 hours of credit may be earned.

696 Current Issues in Science

Education. (3–6) Current research and theory of teaching science at specific level (early childhood, elementary, middle, secondary, or higher education) and/or specific science topic (e.g., chemistry or geology). May be repeated for different level and/or topic.

Prerequisite: permission of the instructor.

A total of 6 hours of credit may be earned.

699 Research Methodology in Science

Education. (3) Identification of research problems in science and science education. Introduction to types of research, research design, and grant-writing. Review of literature pertinent to a special topic of student interest. Development of a research proposal.

Prerequisite: permission of the department chairperson.

790 Internship in Science Education.

(1–4) Supervised experience in instruction of science or science education courses.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

ZOOLOGY (ZOOL)

532 Invertebrate Zoology. (4)

Comparative morphology, physiology, ecology, life histories, and phylogeny of invertebrate animal phyla.

Prerequisite: BIO 111, 112, or permission of the department chairperson.

Not open to students who have credit in ZOOL 432.

540 Ornithology. (3) The study of birds including identification, systematics, anatomy, physiology, life histories, ecological relationships, and conservation. Fieldwork in addition to regular laboratory periods may be required.

Not open to students who have credit in ZOOL 440.

541 Entomology. (3) Anatomy, physiology, taxonomy, life histories, habits, and adaptations of insects.

Prerequisite: BIO 111, 112, or permission of the department chairperson.

Not open to students who have credit in ZOOL 441.

544 Ichthyology. (3) The study of fish with emphasis on identification, classification, anatomy and physiology, and ecology. Emphasizes Indiana species but includes other important species.

Prerequisite: BIO 111, 112, or permission of the department chairperson.

Not open to students who have credit in ZOOL 444.

545 Herpetology. (3) Introduction to the biology of amphibians and reptiles, including their origin, anatomy, physiology, classification, behavior, and ecology. Through extensive field trips, the laboratory will emphasize identification and observation of amphibians and reptiles in their natural habitats.

Prerequisite: BIO 112.

Not open to students who have credit in ZOOL 445.

546 Mammalogy. (3) The evolutionary origin, characteristics, and distribution of recent mammals. The economic relationships of mammals. The collection and preservation of specimens. May require additional fieldwork.

Not open to students who have credit in ZOOL 446.

583 Wildlife Biology. (3) The identification, population dynamics, and geographic distribution of wildlife species with particular emphasis on those of the United States. The harvest and management of wildlife. May require additional fieldwork.

Prerequisite: BIO 216 or permission of the department chairperson.

Not open to students who have credit in ZOOL 483.

584 Aquatic Entomology. (3) Immature and adult stages of aquatic insects, including collecting techniques, identification, ecological requirements, morphology, and evolutionary adaptations to lentic and lotic conditions. Emphasizes aquatic insects as indicators of environmental quality and stress.

Prerequisite: ZOOL 541 or permission of the department chairperson.

Not open to students who have credit in ZOOL 484.

670 Field Zoology. (3) The field study of animals—terrestrial and aquatic, invertebrate and vertebrate, microscopic

and macroscopic—with emphasis on the collection and identification of non-insect invertebrates.

682 Animal Ecology. (3) The composition, development, dynamics, and geographic distribution of animal

communities. The relationships between animals and the physical, chemical, and biotic elements of the environment. Includes physiological ecology and ethology. Field studies of animal communities.

CHEMISTRY

www.bsu.edu/chemistry

Cooper Science Complex 305, (765) 285-8060

Chairperson: Robert Morris

Graduate Advisor: Robert Morris

Graduate Faculty: Bock, Lang, Morris, Parra-Belky, Pattison, Poole, Sammelson, Sousa, Storhoff, Towns

PROGRAMS

Master of science (MS) in chemistry and master of arts (MA) in chemistry

See the Science listing under the College of Sciences and Humanities, page 158, for doctoral programs in science and science education.

Admission

Applicants must meet the admission requirements of the Graduate School and should have satisfactory Graduate Record Examination (GRE) verbal and quantitative scores.

MASTER OF ARTS IN CHEMISTRY

PREFIX	NO	SHORT TITLE	CR HRS
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Chemistry option

CHEM	500	Chem Comunic	1
	563	Prn Biochm 1	3
	626	Adv Analytic	3
	636	Adv Org Chem	3
	646	Adv Phy Chem	3
	651	Adv Inorgan	3
	673	Seminar	1

Graduate chemistry courses approved by the graduate advisor 9

Research requirements

4 hours from

CHEM	670	Resrch Chem (1-7)	
	696	Resrch Meth (2)	
RES	697	Research Ppr (1-3)	4

30 hrs

Chemical Education option

CHEM	500	Chem Comunic	1
	563	Prn Biochm 1	3
	626	Adv Analytic	3
	636	Adv Org Chem	3
	646	Adv Phy Chem	3
	651	Adv Inorgan	3
	673	Seminar	1

Graduate chemistry courses approved by the graduate advisor 9

Research requirements

4 hours from

CHEM	671	Resrch Ch Ed (1-7)	
	696	Resrch Meth (2)	
RES	697	Research Ppr (1-3)	4

30 hrs

MASTER OF SCIENCE IN CHEMISTRY

PREFIX	NO	SHORT TITLE	CR HRS
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Chemistry option

CHEM	500	Chem Comunic	1
	563	Prn Biochm 1	3
	626	Adv Analytic	3
	636	Adv Org Chem	3
	646	Adv Phy Chem	3
	651	Adv Inorgan	3
	673	Seminar	1

Research requirements

CHEM	670	Resrch Chem (1-7)	7
THES	698	Thesis (1-6)	6

30 hrs

Chemical Education option

CHEM	500	Chem Commun	1
	563	Prn Biochm 1	3
	626	Adv Analytic	3
	636	Adv Org Chem	3
	646	Adv Phy Chem	3
	651	Adv Inorgan	3
	673	Seminar	1
Research requirements			
CHEM	671	Resrch Ch Ed (1-7)	7
THES	698	Thesis (1-6)	6

 30 hrs

These programs are designed for students who hold bachelor of science or bachelor of arts degrees in chemistry, including at least one year of calculus-based physical chemistry. Students with substantial backgrounds (e.g., those who have completed at least ACS-certified bachelor's degrees or work beyond the bachelor's level) may have one or more of the core course requirements waived, but the minimum number of 30 hours required for graduation still applies. These students should discuss the possibilities with the chemistry graduate advisor.

Students with substantial chemistry backgrounds but who have undergraduate degrees in such other disciplines as biology, medical technology, premedicine, or predentistry may be admitted to the graduate program to begin some graduate course work while making up undergraduate deficiencies. However, courses taken to remove undergraduate deficiencies cannot be applied to total graduate hours. These students should discuss their situations with the chemistry graduate advisor to determine whether their backgrounds are sufficient to begin graduate work in chemistry.

CHEMISTRY (CHEM)

500 Chemical Communications. (1) Use of scientific literature, sources, and classification systems, and current and retrospective searches in the specialized branches of chemistry.

Prerequisite: 20 hours of chemistry or permission of the department chairperson.

Not open to students who have credit in CHEM 400.

520 Chemical Instrumentation 1. (3) Theoretical principles and applications of selected spectroscopic, electro-

chemical, and chromatographic methods, with illustrative experiments. Two hours of lecture and one three-hour laboratory period weekly.

Prerequisite: CHEM 225, 344 or 340 or permission of the department chairperson.

Not open to students who have credit in CHEM 420.

521 Chemical Instrumentation 2. (3) Advanced treatment of selected topics in spectroscopy, electrochemistry, and chromatography. Introduction to mass spectroscopy, nuclear methods, and thermal and surface analysis. Three hours of lecture weekly.

Prerequisite: CHEM 520 or permission of the department chairperson.

525 Instrumental Methods of Analysis.

(3) Practical applications of modern chemical instrumentation: electrometric, chromatographic, and spectroscopic methods. For chemical/medical technologists or departmental minors. Two hours of lecture and one three-hour laboratory weekly.

Prerequisite: CHEM 225.

Not applicable to MS or MA degree programs in chemistry.

Not open to students who have credit in CHEM 325.

530 Organic Laboratory Techniques. (2)

Laboratory course that includes multi-step syntheses of organic compounds, their isolation, purification, and characterization using modern spectroscopic and chromatographic techniques. Six hours of laboratory weekly.

Prerequisite: CHEM 232 or its equivalent.

Not open to students who have credit in CHEM 430.

540 Selected Principles of Physical Chemistry. (3)

Introduction to the properties of solids, liquids, gases, and solutions and to the basic concepts of thermodynamics and kinetics. Especially for premedical, biology, and general science majors, chemistry teaching majors, and chemistry minors. Two hours of lecture and one three-hour recitation/laboratory period weekly.

Prerequisite: CHEM 225; MATHS 161.

Not open to students who have credit in CHEM 340, 344, or 544.

544 Physical Chemistry. (4)

Thermodynamic and structural description of chemical processes and

properties of solids, liquids, gases, and solutions. Three hours of lecture and one three-hour laboratory period weekly.

Prerequisite: CHEM 235 or 232; MATHS 166; one year of college physics.

Not open to students who have credit in CHEM 344.

Cannot be used for credit by a candidate for the master of science degree with chemistry as a major.

545 Physical Chemistry. (4)

Continuation and extension of CHEM 544. Topics include reaction kinetics, theoretical facets of quantum mechanics, and spectroscopy. Three hours of lecture and one three-hour laboratory period weekly.

Prerequisite: CHEM 344 or 544.

Not open to students who have credit in CHEM 345.

Cannot be used for credit by a candidate for the master of science degree with chemistry as a major.

550 Inorganic Chemistry. (4) Chemistry of the elements, including the relationships of chemical properties and atomic and molecular structure, chemical bonding, acid-base theories, chemical periodicity, and modern theories of coordination compounds. Four hours of lecture weekly.

Prerequisite: CHEM 232 or 235 or 360; MATHS 161 or 165.

Not open to students who have credit in CHEM 450.

560 Essentials of Biochemistry. (4)

Organic chemistry of carboxylic acids, amines, and their derivatives; biochemistry of proteins, carbohydrates, lipids, and nucleic acids; metabolism and the regulation of metabolic processes. For students in life sciences, dietetics, and medical technology. Three hours of lecture and one three-hour laboratory session weekly.

Prerequisite: CHEM 231 or the equivalent.

Not applicable to MS or MA degree programs in chemistry.

Not open to students who have credit in CHEM 360 or 463 or 563.

563 Principles of Biochemistry 1. (3)

Chemistry of proteins, enzymes, nucleic acids, carbohydrates, and lipids. For chemistry, life sciences, and premedicine majors. Three hours of lecture weekly.

Prerequisite: CHEM 232 or 235.

Not open to students who have credit in CHEM 463.

564 Principles of Biochemistry 2. (3)

Continuation and extension of CHEM 563 including biological oxidations and energy transfers; metabolism of carbohydrates, lipids, proteins, and nucleic acids; and regulation of metabolic processes. Three hours of lecture weekly.

Prerequisite: CHEM 463 or 563.

Not open to students who have credit in CHEM 464.

575 Exploration of Selected Topics in Chemistry. (1–3)

Discussion or written reports or both in advanced special topics in or related to chemistry. Examples are topics in neurochemistry, physical organic, chemical synthesis, kinetics, spectroscopy, etc.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

626 Advanced Analytical Chemistry. (3)

Survey of modern analytical chemistry. Topics include sampling, wet chemical techniques, nonaqueous systems, and contemporary research and applications in chromatography, spectroscopy, and electrochemistry. Three hours of lecture weekly.

Prerequisite: CHEM 225 or the equivalent.

636 Advanced Organic Chemistry. (3)

Topics include nomenclature, bonding, acids and bases, stereochemistry, structure-reactivity relationships, and mechanisms of important reactions. Introduction to synthesis, the disconnect approach, synthons, protecting groups, and functional group interconversions.

Prerequisite: CHEM 235 or 232 or the equivalent.

646 Advanced Physical Chemistry. (3)

Survey of physical chemical principles with emphasis on practical applications. Topics include thermodynamics, reaction kinetics, and selected quantum chemical applications.

Prerequisite: CHEM 345 or its equivalent.

651 Advanced Inorganic Chemistry. (3)

Continuation of CHEM 550. Current theories of bonding in coordination chemistry. Descriptive and theoretical treatments of the chemistry and structure of transition metal complexes,

organometallic compounds, fluxional molecules, and metal clusters; the importance of metals in biological systems. Three hours of lecture weekly.

Prerequisite: CHEM 450, 340 or 344.

667 Medical Biochemistry. (6)

Chemistry of major cellular constituents; enzymes as the catalysts of intracellular chemical reactions with emphasis on underlying principles of physical and organic chemistry. Intermediary metabolism of carbohydrates, lipids, amino acids, and nucleotides; modern techniques employed in the study of metabolic processes; biosynthesis and degradation of intracellular components; hormonal regulation of metabolism.

Prerequisite: admission to the medical education program.

670 Research in Chemistry. (1-7)

Original work at the molecular level on projects based in the current scientific literature. The projects will be directed by graduate faculty and will typically involve aspects of ongoing research.

Prerequisite: permission of the department chairperson.

A total of 7 hours of credit may be earned.

671 Research in Chemical Education. (1-7)

Original work based on the current science education literature. Projects will be directed by graduate faculty and may involve conducting surveys, developing new instructional materials or methods, or evaluating the effectiveness of technology-based teaching.

Prerequisite: permission of the department chairperson.

A total of 7 hours of credit may be earned.

673 Seminar in Chemistry. (1) Critical examination and discussion of recent experimental and theoretical developments in chemistry.

Prerequisite: CHEM 400 or 500; permission of the department chairperson.

675 Advanced Topics in Chemistry. (1-3)

Discussion, experimentation, or both in specialized topics for the qualified advanced student. Information concerning specific topics offered during a given semester may be obtained from the departmental office. Lecture and laboratory schedules appropriate to the topics offered.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

690 Contemporary Instruction and Curricula in Chemistry. (2-4) Designed to make the inservice chemistry teacher familiar with management of large-group instruction, development and implementation of multimedia materials in instructional schemes, use of videotape in the laboratory, and facility design for modular and other systems. Field trips to nearby schools to study facility design may be included. Two hours of lecture weekly.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

696 Chemistry Research Methods. (2)

Introduction to use of scientific literature, design of research experiments, specialized techniques, and writing skills endemic to the specialized fields of chemistry. Class and laboratory experience appropriate to students' specializations.

Prerequisite: CHEM 400 or 500; permission of the department chairperson.

770 Research in Chemistry. (1-12) In-depth original work at the molecular level on projects based in the current scientific literature. The projects will be directed by graduate faculty and will typically involve aspects of ongoing research.

Prerequisite: permission of the department chairperson.

A total of 12 hours of credit may be earned.

771 Research in Chemical Education. (1-12)

In-depth original work based on the current science education literature. Projects will be directed by graduate faculty and may involve conducting surveys, developing new instructional materials or methods, or evaluating the effectiveness of technology-based teaching.

Prerequisite: permission of the department chairperson.

A total of 12 hours of credit may be earned.

773 Chemistry and Chemical Education Seminar. (1-3)

In-depth analyses of recent trends and developments in chemistry or chemical education.

Seminar participants report on assigned topics to departmental groups.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

COMPUTER SCIENCE

www.cs.bsu.edu

Robert P. Bell Building 455, (765) 285-8641

Chairperson: Kunwarjay Bagga

Graduate Program Advisor: Sam Hsieh

Graduate Faculty: Bagga, Buis, Green, Hsieh, Luer, McGrew, Nelson, Owens, Sun, Tanksale, Tzeng, D. Zage, W. Zage, Zhang

PROGRAMS

The master of science (MS) degree is primarily for students with undergraduate degrees in computer science who plan to undertake further graduate study or apply computer science in a variety of fields. A minor in computer science is also offered.

See the Science listing under the College of Sciences and Humanities, page 157, for the doctoral programs in science and science education.

Admission

In addition to meeting the admission requirements of the Graduate School, applicants must have departmental approval for admission. Applicants must submit three letters of recommendation, a one-page statement of educational goals, and scores from the Graduate Record Examination (GRE). Students without an adequate computer science background will be required to take directed courses in which they earn an average grade of at least *B*. No credit toward a degree will be granted for these courses.

MASTER OF SCIENCE IN COMPUTER SCIENCE

PREFIX NO SHORT TITLE CR HRS

Required mathematics background courses (unless the student has credit in equivalent courses). No graduate credit given, but a grade point average of at least 3.0 is to be maintained.

MATHS 161	Appl Calc 1 (3)
162	Appl Calc 2 (3)
217	Lin Algebra (4)
221	Pbty Stats (3)

Required computer science background courses (unless the student has credit in equivalent courses). No credit given toward the degree, but a grade of at least a *B* is to be earned in each course.

CS	120	Comp Sci 1	3
	121	Comp Sci 2	3
	124	Discr Struct	3
	230	Assembler	3
	232	Data Struct	3
	324	Dsg Ana Algo	3
	333	Sys Arch Org	3
	335	Prog Lang	3

Thesis option

Required courses

CS	570	Thy Cmptn 1	3
	670	Thy Cmptn 2	3
	689	Res Methods	3
	693	Resrch Collq	1
	697	Software Eng	3
THES	698	Thesis (1–6)	6

15 hours of electives (including at least one 600-level course, other than CS 699)

CS	527	Networks (3)
	530	System Prog (3)
	536	Database Dsg (3)
	537	Net Prog (3)
	538	Graphics (3)
	539	Curr Tpcs CS (3–6)
	542	Simulations (3)
	545	G U I (3)
	555	Artfl Intl 1 (3)

556	Comp Vision (3)	
557	Appl Cryptog (3)	
576	Op Systems (3)	
578	Compil Const (3)	
638	Topics Graph (3)	
639	Seminar (3)	
668	Graph Algo (3)	
699	Read Honor (3)	
MATHS 562	Numer Anls 1 (3)	
563	Numer Anls 2 (3)	15
		<hr/>
		34 hrs

Non-thesis option

Required courses

CS	570	Thy Cmptn 1	3
	670	Thy Cmptn 2	3
	689	Res Methods	3
	693	Resrch Collq	1
	697	Software Eng	3

21 hours of electives (including at least two 600-level courses, other than CS 699)

CS	527	Networks (3)	
	530	System Prog (3)	
	536	Database Dsg (3)	
	537	Net Prog (3)	
	538	Graphics (3)	
	539	Curr Tpcs CS (3–6)	
	542	Simulations (3)	
	545	G U I (3)	
	555	Artfl Intl 1 (3)	
	556	Comp Vision (3)	
	557	Appl Cryptog (3)	
	576	Op Systems (3)	
	578	Compil Const (3)	
	638	Topics Graph (3)	
	639	Seminar (3)	
	668	Graph Algo (3)	
	699	Read Honor (3)	
MATHS 562	Numer Anls 1 (3)		
563	Numer Anls 2 (3)		21
			<hr/>
			34 hrs

MINOR IN COMPUTER SCIENCE

PREFIX NO SHORT TITLE CR HRS

12 hours from

CS	527	Networks (3)	
	530	System Prog (3)	
	536	Database Dsg (3)	
	537	Net Prog (3)	
	538	Graphics (3)	
	540	Data Pro Tec (3)	
	542	Simulations (3)	
	545	G U I (3)	
	555	Artfl Intl 1 (3)	
	556	Comp Vision (3)	
	557	Appl Cryptog (3)	

	570	Thy Cmptn 1 (3)	
	576	Op Systems (3)	
	578	Compil Const (3)	
	638	Topics Graph (3)	
	639	Seminar (3)	
	668	Graph Algo (3)	
	670	Thy Cmptn 2 (3)	
	689	Res Methods (3)	
	697	Software Eng (3)	
	699	Read Honor (3)	
MATHS 562	Numer Anls 1 (3)		
563	Numer Anls 2 (3)		12
			<hr/>
			12 hrs

DOCTOR OF EDUCATION WITH MAJOR IN COMPUTER SCIENCE

EdD programs in science or science education with computer science as the major area are available. See the Science listing on page 157 under the College of Sciences and Humanities for details.

COGNATE IN THEORY OF COMPUTING

This cognate is aimed at the EdD in science candidate who already has the background coursework in computer science that is required of all candidates entering the master of science degree program in computer science, as well as the relevant mathematical background prerequisites to the program.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
CS	570	Thy Cmptn 1	3
	668	Graph Algo	3
	670	Thy Cmptn 2	3
			<hr/>
			9 hrs

Electives (choose two courses for the 15 credit hour cognate, or five courses for the 24-hour cognate.)

CS	538	Graphics	3
	555	Artfl Intl 1	3
	557	Appl Cryptog	3
	638	Topics Graph	3
	639	Seminar	3
	699	Read Honor	3
MATHS 562	Numer Anls 1		3
563	Numer Anls 2		3
			<hr/>
			6 or 15 hrs

Up to 9 hours of 500-level courses permitted on the 15-hour cognate; up to 12 hours of 500-level courses permitted on the 24-hour cognate.

COMPUTER SCIENCE (CS)

500 Fundamentals of Computing. (3)

Develop programming skills in a structured language with emphasis on top-down design and modular structure. Experience with various commercial software packages.

Not open to computer science majors.

514 Introduction to Programming 1. (3)

Problems of programming in a structured language emphasizing top-down design and modular structure. Designed primarily for experienced classroom teachers in public schools.

Not open to students who have credit in CS 110, 120, or the equivalent or to computer science majors.

516 Introduction to Programming 2. (3)

An introduction to files and their applications. An introduction to a LOGO environment.

Prerequisite: CS 514 or permission of the department chairperson.

Not open to students who have credit in CS 112 or to computer science majors.

517 Introduction to Programming. (3)

Software development using a high-level programming language (such as C++ or Java) for a wide range of information system applications. Structured programming, data types, functions, arrays, pointers, and recursion. Applications from areas of interest.

Not open to graduate majors in computer science.

527 Distributed Processing and Networks. (3)

The hardware and software of computer networks and distributed processing. Develops the important design parameters and a general design methodology.

Prerequisite: CS 333.

530 System Programming. (3) Considers the computer system from the points of view of its architecture, operating system, and applications. Topics include processor organization, peripheral devices, I/O programming, system programs, monitor services, file organization, and real-time applications.

Prerequisite: CS 333.

Not open to students who have credit in CS 430.

534 Networked Databases. (3)

Principles, methodologies, techniques, languages, and tools for database-driven Web application development. Topics

include database concepts, server-side programming, client-side programming, and dynamic Web application design. Programming projects reinforcing concepts are required.

Prerequisite: CS 232.

Not open to students who have credit in CS 336.

536 Database Design. (3) An introduction to database design including physical representation, modeling, database systems, and implementation.

Prerequisite: CS 232.

Not open to students who have credit in CS 436.

537 Network Programming. (3) Client server model and software design, program interface to protocols, algorithms and issues in client and server software design. Remote procedure call concepts, distributed program generation.

Prerequisite: CS 530 or the equivalent.

538 Graphics. (3) Methods of developing, modifying, and rendering graphics displays. Emphasizes the design and writing of graphics software for both two- and three-dimensional displays. Knowledge of a structured high-level language is required.

Prerequisite: CS 232; MATHS 217.

Not open to students who have credit in CS 438.

539 Current Topics in Computer Science. (3-6)

In-depth study of a topic taught in a seminar format. Topics will be posted in the department before registration.

Prerequisite: CS 324, 333, 335 or permission of the instructor.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

A total of 9 hours of combined credit may be earned in CS 539, 639.

540 Data Processing Techniques. (3)

Commercial data-processing techniques. Use of COBOL to solve problems in file maintenance, report writing, and sorting. Emphasizes direct-access processing techniques, including development of interactive screens.

Prerequisite: CS 230, 232.

Not open to students who have credit in CS 340.

542 Simulation Techniques. (3) An introduction to the principles and applications of simulation. Use of

higher level languages and simulation languages as applied to system studies. Use of examples from different subjects to carry out simulation.

Prerequisite: CS 232; MATHS 221.

Not open to students who have credit in CS 342.

545 Graphical User Interfaces. (3)

Introduction to the principles of the design and implementation of user interfaces with emphasis on graphical user interfaces. Topics include design goals, user interface standards, event-driven programming, application of object-oriented design and programming to GUIs, menus, and dialog boxes.

Prerequisite: CS 335 or permission of the instructor.

Not open to students who have credit in CS 345.

547 Computer, Information, and Network Security. (3)

Topics include encryption, decryption, protocols, viruses, network security, authentication, legal and ethical issues, and security in operating systems, databases, e-commerce, Internet, wireless. Algorithms, protocols, applications such as RSA, DES, SSL, Firewalls, Digital Signatures, and VPNs, and emerging topics will be explored.

Prerequisite: CS 232.

555 Introduction to Artificial Intelligence. (3)

Introduction to basic programming techniques of artificial intelligence (AI). Symbol manipulation and AI problem-solving techniques. Topics include LISP primitives, LISP objects, evaluation, recursion, iteration, data abstraction, macros, object-centered programming, symbolic pattern matching, and basic problem-solving methods.

Prerequisite: CS 324, 335.

556 Computer Vision and Machine Intelligence. (3)

Project based, dealing with basic principles of digital image processing and computer vision. Topics such as digital image formats, geometric operations on digital images, filtering, histogramming, binarization of grayscale images, labeling binary images, perimeter and area determination, thinning operations, object recognition using global features, edge detection processes.

Prerequisite: CS 333 or permission of the instructor.

Not open to students who have credit in CS 456.

557 Applied Cryptography. (3)

Introduction of basic principles and application of cryptography. Topics include encryption, decryption, private and public key systems, and their mathematical foundation: divisibility and Euclidean algorithms, arithmetic of congruences, and large prime numbers. Projects are implementations of related algorithms. LISP and JAVA are recommended languages.

Prerequisite: CS 232.

Not open to students who have credit in CS 457.

570 Theory of Computation 1. (3)

Mathematical logic; alphabets and languages; finite automata, regular and nonregular languages, and Kleene's theorem; regular grammars; pushdown automata and context-free grammars; Turing and Post machines; recursive and recursively enumerable languages; the Chomsky Hierarchy.

Prerequisite: CS 324, 333, 335.

Not open to students who have credit in CS 470.

576 Operating Systems. (3)

The functions and structure of computer operating systems. Processor, memory, and device management. Concurrency and process synchronization. Input/output handling, device drivers, and disk scheduling. File systems. Operating system design philosophy.

Prerequisite: CS 333.

Not open to students who have credit in CS 476.

578 Compiler Construction. (3)

Review of context-free grammars and basic parsing concept, compiler organization, and construction of components for a compiler.

Prerequisite or parallel: CS 570.

Not open to students who have credit in CS 478.

636 Advanced Database Systems. (3)

Topics include knowledge representation and ontology concepts, object database concepts, database security and authorization, distributed databases, client-server architectures, Internet databases, and emerging database technologies and applications. Programming of both database techniques and application servers is based on current technologies such as ORACLE.

Prerequisite: CS 336 or 534 or 436 or 536 or permission of the instructor.

638 Advanced Topics in Computer Graphics. (3) Topics will be chosen from current research areas in computer graphics and from advanced topics in classical computer graphics. Possible topics include fractals, ray tracing, animation techniques, and geometric modeling.

Prerequisite: CS 438 or 538.

639 Seminar in Computer Science. (3) Readings and conferences assigned in some particular problem or group of problems in computer science.

Prerequisite: CS 324, 333, 335.

A total of 9 hours of combined credit may be earned in CS 539, 639.

665 Applied Computational Geometry. (3)

Topics such as algorithms for polygon triangulation, polygon partitioning and their applications, convex hulls in two and three dimensions and their applications, Voronoi diagrams and their applications, search and intersection algorithms, robot motion planning, and implementation of algorithms.

Prerequisite: CS 324 or permission of the instructor.

668 Graphs, Algorithms, and Applications. (3) Concepts of graph theory. Algorithms for graph traversal, shortest paths, connectivity, spanning trees, and matchings. Applications of graphs to computer programming, software engineering, VLSI design, networks and flows, and parallel programming.

Prerequisite: CS 324 or permission of the instructor.

670 Theory of Computation 2. (3)

Computability and decidability; introduction to the theory of computational complexity; the classes SP and NP ; NP -completeness; examples

of some NP -complete problems; nondeterminism and parallel computation; proving the correctness of programs.

Prerequisite: CS 570.

689 Research Methods in Computer Science. (3)

Discussions on research areas in computer science, scientific methods of research, and dissemination of research. Requirements include presentations and written reports that demonstrate proficiency in presentation tools and techniques, statistical and experimental design techniques, and library and literature searches.

Prerequisite: CS 570.

693 Research Colloquium. (1)

Invited presentations on topics of current interest in computer science. Students must attend a minimum of 75 percent of the presentations in each of two semesters in order to earn credit.

697 Software Engineering. (3)

Software engineering principles and concepts. The software life cycle, structured specifications, design tools and techniques, software reliability, and verifying program correctness.

Prerequisite or parallel: CS 689.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

699 Reading and Honors. (3) Special advanced work not offered in other courses. Requirements include a final written report and a presentation in the departmental colloquium series.

Prerequisite: CS 324, 333, 335; permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

A total of 12 hours of combined CS 539, 639, and 699 credit may be earned.

CRIMINAL JUSTICE AND CRIMINOLOGY

www.bsu.edu/cjc

North Quadrangle 248, (765) 285-5979

Chairperson: James E. Hendricks

Graduate Faculty: Brown, Byers, Hendricks, Ho, McKean, Nickoli

CRIMINAL JUSTICE AND CRIMINOLOGY (CJC)

650 Criminal Justice Administration.

(3) An examination of the study of the principles of administration of criminal justice agencies and the development of present and future criminal justice leaders.

651 Interpersonal Relations in Criminal Justice.

(3) Exploration of interpersonal relationships in an agency context. Examines issues peculiar to criminal justice agencies, including cynicism, trauma, burnout, everyday stressors, authoritarian management structures and leadership styles, peer loyalty versus organizational loyalty versus public duty, and public relations.

652 Philosophical Aspects of Criminal Justice Practice.

(3) Provides philosophical and moral bases for the establishment and operation of justice system agencies charged with enforcement of criminal codes and preservation of social order, including an overview of fundamental philosophical issues of justice system practices.

690 Independent Study in Criminal Justice.

(1–3) An opportunity to study specific topics related to the criminal justice system.

Prerequisite: permission of the instructor.

A total of 3 hours of credit may be earned.

ENGLISH

www.bsu.edu/english

Robert P. Bell Building 297, (765) 285-8580

Chairperson: Bruce Hozeski

Director of Graduate Studies: Herbert Stahlke

Graduate Faculty: Beach, Bogue, Bove, Carlacio, Christman, Collier, Dimoplou, Ely, Felsentein, Fisher, Fleckenstein, Habich, Hanson, Hartman, Hozeski, Huff, Liston, Lybeck, MacKay, McBride, McKinney, Mix, Mulder, Neely, Newbold, Nowatzki, Onkey, Papper, Peterson, Priebe, Ranieri, Rice, Riddle, Seig, Stahlke, Stedman, G. Strecker, W. Strecker, Trechsel, Trimmer, Van Camp, Yanos

PROGRAMS

Master of arts (MA) in English (general, composition, creative writing, and literature), in linguistics, and in teaching English to speakers of other languages (TESOL); doctor of philosophy (PhD) in English (with concentration areas in literature, in composition, and in applied linguistics).

Cognates are available in composition, literary theory, literature, linguistics, TESOL, and English language arts.

**MASTER OF ARTS IN ENGLISH
(GENERAL)**

Admission

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, and submit Graduate Record Examination (GRE) or Test of English as a Foreign Language (TOEFL) scores, brief autobiographies, examples of their scholarly or critical writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
Core requirements			
		Approved courses in English	15–29
Research requirement			
ENG	601	Res Eng Stu (3)	
	or		
RES	697	Research Ppr (1–3)	
	or		
THES	698	Thesis (1–6)	3–6
Minors and electives			0–14
			<hr/> 32 hrs

**MASTER OF ARTS IN ENGLISH
(COMPOSITION)**

Admission

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, submit GRE scores (required for native speakers of English) or TOEFL scores (required for nonnative speakers of English), brief autobiographies and examples of their scholarly writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
Core requirements			
ENG	604	Tech Eng St	3

	620	Ling St Eng	3
	690	Seminar Composit	3
	691	Adv Composit (3)	
	or		
	693	Writ in Prof (3)	3
	694	Cls Rhetoric	3
	699	Contemp Comp	3
RES	697	Research Ppr (3)	
	or		
THES	698	Thesis (6)	3–6
Electives			8–11
			<hr/> 32 hrs

**MASTER OF ARTS IN ENGLISH
(CREATIVE WRITING)**

Admission

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, and submit GRE or TOEFL scores, official transcripts from all colleges attended, brief (300-word) autobiographies, portfolios of 20 pages of creative writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
Core requirements			
ENG	610	Th Crea Wrtg	3
	614	Pr Lit Edit (3)	
	or		
	605	Tch Eng Stu (3)	3
Complete 3–9 hours from			
ENG	611	Wkp Cr Nonfi (3–9)	
	and/or		
	612	Fict Wtg Wkp (3–9)	
	and/or		
	613	Poetry Wr Wk (3–9)	3–9
Courses in literature			6
THES	698	Thesis (1–6)	6
Electives			6
			<hr/> 33 hrs

**MASTER OF ARTS IN ENGLISH
(LITERATURE)**

Admission

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, and submit GRE or TOEFL scores, scores on the GRE specialized test “Literature in English,” brief autobiographies, examples of their scholarly or critical writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
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Core requirements

ENG	601	Res Eng Stu	3
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	606	Lit Theory 1 (3)	
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or

	607	Lit Theor 2 (3)	3
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17–20 hours of approved graduate courses in literature including

American literature	6
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British and World literature	
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Before 1660	3
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After 1660	3
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Approved literature electives	5–8
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Research requirement

RES	697	Research Ppr (1–3)	
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or

THES	698	Thesis (1–6)	3–6
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Electives	0–3
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32 hrs

MASTER OF ARTS IN LINGUISTICS**Admission**

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, have the equivalent of at least two years of college-level study of a foreign language (requirement can be met during MA in teaching English to speakers of other languages (TESOL) program), and submit two-page autobiographies including a statement of academic purpose, Graduate Record Examination (GRE) scores (required for native speakers of English) or Test of English as a Foreign Language (TOEFL) scores (required for nonnative speakers of English), examples of their scholarly writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
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ENG 520 or the equivalent will be required but will not count towards required hours in the degree.

Major requirements

ENG	601	Res Eng Stu	3
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	621	Mod Eng Gram	3
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	622	His Eng Lang (3)	
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or

	631	Hist Linguis (3)	3
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	623	Ling Phonets	3
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	625	Phonology	3
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	626	Syntax	3
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627	Socioling	3
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628	Lang Culture	3
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632	Discrs Anls	3
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Electives	6
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Research requirement

RES	697	Research Ppr (1–3)	3
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36 hrs

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**Admission**

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages of at least 3.0, have the equivalent of at least two years of college-level study of a foreign language (requirement can be met during MA in TESOL program), and submit two-page autobiographies including a statement of academic purpose, (GRE) scores (required for native speakers of English) or Test of English as a Foreign Language (TOEFL) scores (required for nonnative speakers of English), examples of their scholarly writing, and three letters of recommendation.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
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ENG 520 or the equivalent will be required but will not count towards required hours in the degree.

Major requirements

ENG	536	Th Res TESOL	3
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	537	Methods ESOL (3–12)	6
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	624	Issues S L A	3
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6 hours from

ENG	627	Socioling (3)	
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or

	628	Lang Culture (3)	
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or

	632	Discrs Anls (3)	6
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6 hours from

ENG	621	Mod Eng Gram (3)	
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or

	623	Ling Phonets (3)	
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or

	630	Contras Anls (3)	6
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Electives	9
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Research Requirement

RES	697	Research Ppr (1–3)	3
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36 hrs

**MASTER OF ARTS IN TEACHING
ENGLISH TO SPEAKERS OF OTHER
LANGUAGES (TESOL) AND
LINGUISTICS**

Admission

Applicants must meet the admission requirements of the Graduate School, have undergraduate grade point averages (GPA) of at least 3.0, have the equivalent of at least two years of college-level study of a foreign language (requirement can be met during MA in TESOL program), and submit two-page autobiographies including a statement of academic purpose, Graduate Record Examination (GRE) scores (required for native speakers of English) or Test of English as a Foreign Language (TOEFL) scores (required for nonnative speakers of English), examples of their scholarly writing, and three letters of recommendation.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

ENG 520 or the equivalent will be required but will not count towards required hours in the degree.

Major requirements

ENG	536	Th Res TESOL	3
	537	Methods ESOL (3–12)	6
	601	Res Eng Stu	3
	621	Mod Eng Gram	3
	622	His Eng Lang (3)	
	or		
	631	Hist Linguis (3)	3
	623	Ling Phonets	3
	624	Issues S L A	3
	625	Phonology	3
	626	Syntax	3
	627	Socioling	3
	628	Lang Culture	3
	630	Contras Anls	3
	632	Discrs Anls	3

Research requirement

RES	697	Research Ppr (1–3)	3
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45 hrs

**DOCTOR OF PHILOSOPHY
IN ENGLISH**

Concentration in Applied Linguistics

Admission

Applicants to the PhD in English with a concentration in applied linguistics must meet the admission requirements of the Graduate School, submit two-page autobiographies, statements of

academic purpose, graduate grade point averages (GPA) of at least 3.3 (preferably 3.5), cumulative GRE general scores of at least 1500 (required for native speakers of English) or (for nonnative speakers of English) cumulative TOEFL scores of at least 575, examples of their scholarly or critical writing, and three letters of recommendation. Before writing their comprehensive examinations candidates must demonstrate competence in two foreign languages, other than English, relevant to their research.

Degree Requirements

The PhD in English with a concentration in applied linguistics requires a total of 48 graduate hours in that area and a dissertation (with 10 associated hours). Up to 32 hours from the MA degree may be applied to the total hours for the doctoral degree. Students must take a minimum of 48 hours of coursework at Ball State exclusive of dissertation hours. Students may elect to take one or more doctoral cognates in an appropriate department or university area.

PREFIX NO SHORT TITLE CR HRS

ENG	601	Res Eng Stu	3
	621	Mod Eng Gram	3
	622	His Eng Lang (3)	
	or		
	631	Hist Linguis (3)	3
	623	Ling Phonets	3
	625	Phonology	3
	626	Syntax	3
	627	Socioling	3
	628	Lang Culture	3
	629	Sem Ap Ling (3–9)	3
	632	Discrs Anls	3
	691	Adv Composit (3)	
	or		
	693	Writ in Prof (3)	3
	721	Topics Gramm	3
	725	Topics Phono	3
	726	Gramm Theory	3

Directed electives

Electives			6
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DISS	799	Drs Dissert (1–10)	10
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90 hrs

Concentration in Composition

Admission

Applicants for the PhD in English with a concentration in composition must meet the admission requirements of the Graduate School, submit two-page autobiographies, one-page philosophies

of education, GRE scores of at least 550 (preferred) on verbal aptitude, graduate grade point averages of at least 3.3 (preferably 3.5), examples of their scholarly or critical writing, and three letters of recommendation. Nonnative speakers of English may substitute TOEFL scores for GRE scores.

Degree Requirements

The PhD in English with a concentration in composition requires 42 hours in that area, 12 hours in literature, and a dissertation (with 10 associated hours). Up to 32 hours from the MA degree may be applied to the total hours for the doctoral degree. Students must take a minimum of 48 hours of coursework at Ball State exclusive of dissertation hours. Students may elect to take one or more doctoral cognates in an appropriate department or university area. Before writing their comprehensive examinations, candidates must demonstrate competence in one language other than English relevant to their research.

PREFIX	NO	SHORT TITLE	CR	HRS
ENG	601	Res Eng Stu	3	
	604	Tech Eng St	3	
	605	Tch Eng Stu	3	
	606	Lit Theory 1	3	
	620	Ling St Eng	3	
	690	Seminar Comp	3	
	691	Adv Composit	3	
	692	Writ Tech	3	
	694	Cls Rhetoric	3	
	695	M & E Mod Rh	3	
	696	19th C Rhet	3	
	697	Contemp Rhet	3	
	699	Contemp Comp	3	
EDPSY	641	Statist Meth	3	
DISS	799	Drs Dissert (1–10)	10	
Literature courses (excluding ENG 601, 605, 606 and 607)				12
Electives				26
				<hr/>
				90 hrs

Concentration in Literature

Admission

Applicants for the PhD in English with a concentration in literature must meet the admission requirements of the Graduate School, submit two-page autobiographicals, one-page philosophies of education, Graduate Record Examination (GRE) scores of at least 550 on verbal aptitude (preferred), graduate grade point averages of at least 3.3

(preferably 3.5), examples of their scholarly or critical writing, and three letters of recommendation. Nonnative speakers of English may substitute TOEFL scores for the GRE aptitude test. In addition, all applicants for the concentration in literature must submit scores for the GRE subject test in literature of at least 550 (preferred).

Degree Requirements

The PhD in English with a concentration in literature requires 48 hours and a dissertation (with 10 associated hours). Up to 32 hours from the MA degree may be applied to the total hours for the doctoral degree. Students must take a minimum of 48 hours of coursework at Ball State exclusive of dissertation hours. Students may elect to take one or more doctoral cognates in an appropriate department or university area. Before writing their comprehensive examinations, candidates must establish competence in one language other than English relevant to their research.

PREFIX	NO	SHORT TITLE	CR	HRS
ENG	601	Res Eng Stu	3	
	605	Tch Eng Stu	3	
	605	Tch Eng Stu	3	
	693	Writ in Prof	3	
	606	Lit Theory 1 (3)		
	or			
	607	Lit Theor 2 (3)	3	

3 hours in each of the following areas: (must include at least 3 hours of American Literature)
 British Literature to 1500;
 British/American literature 1500–1700;
 British/American literature 1700–1800;
 British/American literature 1800–1900;
 Literature 1900–present. 15

One course in one of the following areas:

American ethnic studies
 Gender studies
 International studies 3

Directed electives

At least 15 hours of electives in courses chosen in consultation with advisor. 15
 Electives 32
 DISS 799 Drs Dissert (1–10) 10

90 hrs

ENG 605 is to be taken once as “Composition” and a second time as “Literature.”

DOCTORAL COGNATE IN LITERARY THEORY

See the department for information regarding course selection.

For purposes of advising, enrollment in all graduate courses in the Department of English requires permission of the department.

ENGLISH (ENG)

520 Introduction to Linguistics. (3)

Basic concepts, scope, and methodology of the science of language.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in ENG 320.

536 Theory and Research in Teaching English to Speakers of Other Languages. (3)

Psychological, sociocultural, and linguistic bases of language learning; research and theoretical perspectives related to second language teaching.

Prerequisite: knowledge of a foreign language, permission of the department chairperson.

Parallel: ENG 520.

Not open to students who have credit in ENG 436.

537 Methods and Materials in Teaching English to Speakers of Other Languages. (3)

Study and practice of a variety of methods and materials in teaching English as a second or foreign language. Discussion of pedagogical issues in language teaching. Topics vary each semester; consult the department for a schedule of offerings. Lecture and lab.

Prerequisite: permission of the department chairperson.

Parallel: ENG 520.

A total of 12 hours of credit may be earned, but no more than 3 in any one semester or term.

Not open to students who have credit in ENG 437.

588 English Studies Abroad. (3–6)

English studies at approved study abroad sites. Credit applied to department requirements as approved by the department chairperson.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

601 Research in English Studies. (3)

Research methods in composition,

English education, language and linguistics, and/or literature.

Prerequisite: permission of the department chairperson.

602 English Internship. (1–6)

Supervised on-the-job training and work experience in which English majors and minors apply what they have learned. Involves assigned duties in an organization, agency, corporation, bank, or professional office, with appropriate monetary compensation for services rendered.

Prerequisite: undergraduate English major or minor; permission of the internship program director.

A total of 6 hours of credit may be earned. A maximum of 3 hours may apply as elective credit toward the MA or PhD in English.

603 Independent Study. (1–2)

Independent study and research in composition, creative writing, English education, language and linguistics, or literature.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 2 in any one semester or term.

604 Technology in English Studies. (3)

Theory and practice of using major technologies in the teaching of English; primary emphasis on postsecondary level. Focuses on practical activities related to planning and carrying out text-intensive teaching with technology. No prior computer experience is necessary.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

605 Teaching in English Studies. (3)

Instruction and, where appropriate, close supervision in pedagogical theory and practice and other proficiencies and skills required for success in university teaching.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

606 Literary Theory 1. (3)

Critical theory through New Criticism and its application to selections from the various forms of literature.

Prerequisite: permission of the department chairperson.

607 Literary Theory 2. (3)

Contemporary critical theory and its application to selections from the various forms of literature.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

608 Seminar in Theory. (3) Topics in theory. Advanced study of the work of specified theorists or in specified theoretical paradigms.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

609 Indiana Writing Project. (1–6)

Training in writing, research, and teaching according to the National Writing Project model. Taught by the IWP director or codirector assisted by teacher consultants. Applies to a degree only with the department chairperson's permission. The course is not intended to substitute for certification or degree requirements.

Prerequisite: permission after application to the Indiana Writing Project director.

A total of 9 hours of credit may be earned, but no more than 6 in any one semester or term.

610 Theory of Creative Writing. (3)

Theories of the arts of poetry, fiction, and creative nonfiction propounded and exhibited in works by writers, with emphasis on the contemporary.

Prerequisite: permission of the department chairperson.

611 Workshop in Creative Non-Fiction. (3)

Instruction, practice, and criticism in a workshop format.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

612 Workshop in Fiction Writing. (3)

Instruction, practice, and criticism in a workshop format.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

613 Workshop in Poetry Writing. (3) Instruction, practice, and criticism in a workshop format.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

614 Practicum in Literary Editing. (3)

History and philosophy of literary publishing, with practical experience in editorial work and production in print and electronic formats.

Prerequisite: permission of the department chairperson.

620 Linguistics and the Study of English. (3)

An introduction for non-specialists to areas of linguistics pertinent to the study and teaching of English literature and composition.

Prerequisite: permission of the department chairperson.

621 Approaches to Modern English Grammar. (3)

An intensive study of the structure of modern English.

Prerequisite: ENG 520; permission of the department chairperson.

622 History of the English Language. (3)

History of the development of the phonological, morphological, lexical, and syntactical systems of the English language from its beginnings to the present day.

Prerequisite: permission of the department chairperson.

623 Linguistic Phonetics. (3)

Speech sounds and the linguistic methods employed in their description, classification, and analysis as elements in language systems.

Prerequisite: permission of the department chairperson.

624 Issues in Second Language Acquisition. (3)

Issues, models, and methods in second language acquisition research.

Prerequisite: ENG 536, 537; permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

625 Phonology. (3)

General characteristics of speech sounds and of the systematic relationships they exhibit in natural languages. Emphasizes current research in generative phonology.

Prerequisite: ENG 623; permission of the department chairperson.

626 Syntax. (3) The theory of syntax and its application to the analysis of natural language. Emphasizes current formal and functional approaches.

Prerequisite: ENG 520; permission of the department chairperson.

627 Sociolinguistics. (3) Examines the correlation of linguistic variation with geographic areas and social variables such as sex, age, socioeconomic status, and ethnicity.

Prerequisite: ENG 320 or 520; permission of the department chairperson.

628 Language and Culture. (3) Examines the ways members of different cultures organize and exploit their linguistic resources. Topics include registers and forms of address, verbal art, conversational strategies, code-switching, language maintenance and death, and cross-cultural miscommunication.

Prerequisite: permission of the department chairperson.

629 Proseminar in Applied Linguistics. (3-9) Intensive study of a selected topic or closely related set of topics relevant to applied linguistics. May be repeated if the topic changes.

Prerequisite: ENG 520; 9 additional hours in applied linguistics or permission of the department chairperson.

A total of 9 hours of credit may be earned.

630 Contrastive Analysis. (3) Study of language universals and comparison of the structural systems of natural languages.

Prerequisite: ENG 520, 621; knowledge of a foreign language; permission of the department chairperson.

631 Historical Linguistics. (3) Scientific study of the process of linguistic change. A survey of the methods and principles used in historical and comparative linguistic analysis.

Prerequisite: ENG 623, 625; permission of the department chairperson.

632 Discourse Analysis. (3) A detailed examination of the principal methods of analyzing oral and written discourse.

Prerequisite: ENG 520 or 621; permission of the department chairperson.

633 Practicum in Teaching English to Speakers of Other Languages. (1-6) Practical experience related to the

teaching of English as a second or foreign language.

Prerequisite: permission of the department chairperson.

Parallel: ENG 536 or 537.

A total of 6 hours of credit may be earned.

637 Issues in Teaching English to Speakers of Other Languages. (3)

Advanced topics on theory, research, and practice in teaching English to speakers of other languages.

Prerequisite: ENG 537; permission of the department chairperson.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to graduate students.

640 Studies in American Authors. (3) Focused study of the works and lives of selected American authors.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

641 Early American Literature. (3)

Examination of selected literary works written through 1830. Attention will also be given to cultural, political, and intellectual contexts and to current scholarship on the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

642 Literature of the American

Renaissance. (3) Examination of literary works written from 1830 to 1865.

Attention will also be given to cultural, political, and intellectual contexts, and to current scholarship on the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

643 The Age of American Realism. (3)

Examination of selected literary works from the middle of the nineteenth century into the earliest part of the twentieth century. Considers authors, their work, their philosophies of art, and current scholarship on the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

644 Early Twentieth-Century American Literature. (3) Examination of literary works and intellectual and aesthetic movements during the first half of the twentieth century. Attention will be given to cultural, political, and intellectual contexts and to current scholarship on the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

645 Contemporary American Literature. (3) Examination of literary works from 1945 to the present.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

646 Studies in American Ethnic Literature. (3) Study of literary works that express the experiences and cultures of American population groups whose voices have not been adequately represented in the literary and social mainstream.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

647 African American Literature. (3) Examines African American literature focusing on the role of vernacular speech and music; the social status of African Americans and their relations with other racial groups; the connections between race, class, gender, and sexuality; and relevant literary criticism and theory.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

650 Seminar in Literature. (3) Special topics in literature. Advanced study of a time period, form, nation, and/or specific issue or problem in literary studies.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

651 Studies in the Novel. (3) Special topics in the novel. Advanced study of a

time period, form, nation and/or specific issue or problem.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

652 Studies in Poetry. (3) Special topics in poetry. Advanced study of a time period, form, nation and/or specific issue or problem.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

653 Studies in Drama. (3) Special topics in drama. Advanced study of a time period, form, nation and/or specific issue or problem.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

654 Film Studies. (3) Investigation of theoretical and critical approaches to the cinematic text, which may include studies of language, form, history, reception, narrative, culture, ideological formation, technological innovation, and representation.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

655 Gender Studies. (3) Exploration of issues in gender theory, which may include studies of power, language, literature, culture, identity, sexuality, representation, and pedagogy, as well as interdisciplinary connections to other political and philosophical theories of race, class, gender, ethnicity, and nationality.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

656 Cultural Studies. (3) Investigation of cultural studies as it relates to specific texts, social themes, and issues.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

657 Post-Colonial Studies. (3) Focused study of post-colonial literature and literary theory.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

659 Workshop in Literature. (3–9)

Specific themes or specific units of American, British, or world literature. Stresses both the cooperative efforts of participants and faculty and the critical approaches to literature that are most useful in reading and teaching the literature.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

660 Studies in British Authors. (3)

Focused study of the works and lives of selected British authors.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

661 Early British Studies. (3) Intensive

study of early British literature emphasizing language, sources, structure, and significance of the works. Aspects of early culture pertinent to the works will be considered.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

662 Renaissance and Seventeenth-

Century Studies. (3) Study of selected works of nondramatic English literature of the Tudor, Stuart, and Puritan periods (1485–1660), exclusive of Shakespeare.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

663 Studies in Shakespeare. (3) Study

of major Shakespearean dramas and major Shakespearean criticism. Some attention given to the sonnets.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

664 Studies in English Literature of the Restoration and Eighteenth Century.

(3) An extensive study of the nondramatic works of Dryden, Swift, Pope, and Johnson, with possible supplementary readings from other British authors of the period 1660–1800.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

665 Romantic Studies. (3) Examination

of literary works from the Romantic period. Attention given to the cultural and intellectual contexts of the period as well as current scholarship relevant to the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

667 Victorian Studies. (3) Examination

of literature of the Victorian period. Attention given to cultural and intellectual contexts and to the current scholarship relevant to the period.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

668 Early Twentieth-Century British

Literature. (3) Focused study of selected works in early-twentieth-century British literature and culture.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

669 Contemporary British Literature.

(3) Focused study of selected works in contemporary British literature and culture.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

670 Seminar in English Education.

(3–9) Investigations of special topics related to the teaching of English.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

671 Reading Literature in the English Classroom. (3) The process of reading literature. Emphasizes current theoretical and research bases for effective reading of literature in the English classroom.

Prerequisite: permission of the department chairperson.

672 Workshop in English Language Arts. (3–9) A study of the objectives, materials, and teaching techniques employed at the various levels of English language arts instruction with emphasis on application to specific classroom situations. Course content and requirements designed to meet individual needs and interest.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

673 English Language and Grammar in the Schools. (3) An introduction to the scientific study of the English language. The relation of contemporary language description and research to the teaching of English skills in the schools.

Prerequisite: permission of the department chairperson.

674 Teaching English Language Arts in the Elementary Grades. (3) A critical review of trends and issues and their implications for the teacher in the elementary grades.

Prerequisite: permission of the department chairperson.

675 Teaching English Language Arts in the Junior High/Middle School. (3) Recent issues, research, and teaching of English language arts in the junior high/middle school.

Prerequisite: permission of the department chairperson.

676 Teaching English Language Arts in the Secondary Schools. (3) Survey of theories, objectives, and methods related to teaching English language arts.

Prerequisite: permission of the department chairperson.

677 Literature for Young Children. (2) Appraisal of literature for young children. Of special interest to students of early-childhood education.

Prerequisite: permission of the department chairperson.

678 Children's Literature. (3) Overview of the field of children's literature and intensive study of the various genres. Includes study of theoretical issues,

research, and recommended practice in teaching children's literature along with the study of a sampling of recently published children's books.

Prerequisite: permission of the department chairperson.

679 Young Adult Literature. (3) Recent literature suitable for students of varying abilities in junior high/middle and secondary schools. Emphasizes the actual reading of selections with some attention given to methodology.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in ENG 414.

680 History of English Education. (3) A comprehensive review of the history of English education and the development of English as a school subject in the core curriculum.

Prerequisite: permission of the department chairperson.

681 Research in English Language Arts Education. (3) A critical review of the significant historical, recent, and current research in English education and its implications for teaching English language arts in elementary, middle, and secondary schools.

Prerequisite: permission of the department chairperson.

690 Seminar in Composition. (3) Special research problems in English composition using recognized techniques of research, extensive readings in selected texts, group discussions, and conferences.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

691 Advanced Composition. (3) Principles of and practice in the writing and evaluation of expository prose. Intended for teachers of English at the elementary, secondary, and college levels.

Prerequisite: permission of the department chairperson.

692 Writing Technologies. (3) Examination of relationships among literacy, technology, and English studies. Includes an historical approach to literacy, with major attention to how past and present technologies of literacy affect culture and education. Will explore issues and practices in laboratory sessions.

Prerequisite: permission of the department chairperson.

693 Writing in the Profession. (3)

Directed writing in some of the modes required in the academic profession of English studies, with a view toward producing effective, publishable prose.

Prerequisite: permission of the department chairperson.

694 Classical Rhetoric. (3) A survey of the history and development of classical rhetoric in English composition. Special research problems in the explication of standard literary texts from a classical rhetorical perspective. Extensive readings in selected texts, some in translations from Latin and Greek.

Prerequisite: permission of the department chairperson.

695 Medieval and Early Modern Rhetoric. (3)

A survey of Western rhetorical theory and practice from the fifth into the seventeenth century. Offers insight into the vocation and impact of rhetoric in the medieval and early modern period, with emphasis on implications for literacy and education.

Prerequisite: permission of the department chairperson.

696 Nineteenth-Century Rhetoric. (3)

Survey of the nineteenth-century theories of composition that established the roots of contemporary teaching practices. Special research problems from a nineteenth-century rhetorical perspective using recognized techniques of research, extensive readings in selected texts, group discussions, and conferences.

Prerequisite: permission of the department chairperson.

697 Contemporary Rhetoric. (3)

Overview of major contemporary rhetorical theories and practice, focusing on several major rhetoricians and recent developments in the field. Special research problems using recognized techniques of research, extensive reading in selected texts, group discussions, and conferences.

Prerequisite: permission of the department chairperson.

698 Rhetoric and Poetics. (3) Covers identification and theories of poetics in all genres. Includes classical schemes and tropes and contemporary theories

about epistemology and figures of speech. Surveys Aristotle's poetics through contemporary criticism.

Prerequisite: permission of the department chairperson.

699 Contemporary Theories of Composition. (3) Focuses on theories of writing prominent during the past hundred years, contextualizing those theories in terms of history, political movements, theoretical milieus, and educational changes. Connections made to similar shifts in perspective across the academic landscape.

Prerequisite: permission of the department chairperson.

701 Directed Readings and Research. (1–3)

Intensive study of a topic in literature, composition, or linguistics not ordinarily addressed in a regularly scheduled course. Intended to prepare doctoral students on a tutorial basis to research and develop an original dissertation topic.

Prerequisite: advanced graduate status in the PhD program in English; permission of the department chairperson.

A total of 3 hours of credit may be earned.

721 Topics in English Grammar. (3)

Advanced topics in English grammar.

Prerequisite: ENG 520, 621, 626; permission of the department chairperson.

725 Topics in Phonological Theory. (3)

Advanced topics in phonological theory. Considers data from English and other languages.

Prerequisite: ENG 520, 623, 625; permission of the department chairperson.

726 Topics in Grammatical Theory. (3)

Advanced topics in grammatical theory. Considers data from English and other languages.

Prerequisite: ENG 520, 621, 626; permission of the department chairperson.

GEOGRAPHY

www.bsu.edu/geog

Cooper Science Complex 425, (765) 285-1776

Chairperson: Gopalan Venugopal

Graduate Advisor: Robert Schwartz

Graduate Faculty: Airriess, Arnold, Hawkins, Rahman, Schwartz, Turcotte, Venugopal, Zimmerman

MASTER OF SCIENCE (MS) IN GEOGRAPHY

This program is designed to provide a solid background in skills such as remote sensing, GIS, and advanced cartography to be applied to various sub-disciplines of geography and allied fields. The demands for skilled work force in these fields continues to expand in industries, business, and government, both locally and nationally. The Internet has paved the way for different types of archived and present data to be available to the public and government in a timely manner. With globalization, employers are looking for people who are skilled in the above fields. An intricate combination of several factors such as growing and changing world economy, changing environment, mobility of multinational corporations, and data availability through various sources have created a major demand for remote sensing and GIS techniques. The specialized courses in remote sensing, GIS, and advanced cartography are designed for students who are interested in handling various types of spatial data.

The Department of Geography is equipped with leading software in remote sensing, GIS, and cartography. The department's experienced faculty members can accommodate the needs of students with varied interests.

Admission

Applicants must meet the admission requirements of the Graduate School.

Degree Requirements

Requires 30 hours including the research requirement. Undergraduate deficiencies must be fulfilled as needed.

Specialized programs apply state-of-the-art technologies such as remote sensing, geographic information systems, and advanced cartography in various subdisciplines of geography, atmospheric science, and allied sciences. The requirements are flexible and allow students to arrange programs of study that will serve as a basis for further graduate study; as preparation for positions in industry, business, and government; or as a way to meet the immediate and changing needs of teachers and educators.

Course requirements

All students must complete 9 semester hours of core courses, 15 semester hours of directed electives, and 6 semester hours of Thesis (THES 698).

PREFIX	NO	SHORT TITLE	CR HRS
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Core requirement

GEOG	601	Colloquium (1)	3
	610	Geog Thought	3
	615	Res Methods	3
	618	Quant Geog	3

Directed electives, 15 hours

GEOG	525	Phys Meteor (3)	
	530	Wea Analysis (3)	
	531	Glob Climate (3)	
	535	Satrad Meteo (3)	
	540	Cart Graph 1 (3)	
	542	Remot Sens 1 (3)	
	543	Remot Sens 2 (3)	
	544	Adv GIS Anly (3)	
	545	GIS App Desg (3)	
	546	Sem Rem Sen (3)	
	547	Thermo Meteo (3)	
	548	GIS Sys Desg (3)	
	549	Synop Meteor (3)	
	550	Sev Loc Stor (3)	
	551	Dynamic Mete (3)	
	570	World Pol Ge (3)	

	590	F Obs Sev LS (6)	
	614	Prob Tch Es (3-6)	
	620	Seminar Geog (3)	
	625	Spl Tps GIS (3-6)	
	630	Spl Tps Cart (3-6)	
	635	Spl Tps RS (3-6)	
	640	Spl Tps Atmo (3)	
	680	D A Field St (1-6)	
	690	Prof Intern (1-3)	
	695	Rdgs Sp Stud (1-6)	15
Thesis requirement			
THES	698	Thesis (1-6)	6
			<hr/>
			33 hrs

MINOR IN GEOGRAPHIC INFORMATION PROCESSING AND MAPPING

PREFIX	NO	SHORT TITLE	CR	HRS
Core requirement, 6 hours				
GEOG	542	Remot Sens 1	3	
	544	Adv GIS Anly	3	
9 hours from				
GEOG	543	Remot Sens 2 (3)		
	545	GIS App Desg (3)		
	546	Sem Rem Sen (3)		
	548	GIS Sys Desg (3)		
	625	Spl Tps GIS (3-6)		
	635	Spl Tps R S (3-6)	9	
			<hr/>	
				15 hrs

GEOGRAPHY (GEOG)

525 Physical Meteorology. (3) Study of the physical processes of the atmosphere with a focus on solar and terrestrial radiation, clouds, and precipitation.

Prerequisite: GEOG 330 or 530; PHYCS 110, 120 or 140; PHYCS 112, 122 or 142.

530 Weather Analysis. (3) Presentation and practice of synoptic- and meso-scale diagnostic analysis techniques, including a review of satellite and radar remote sensing systems and image interpretation. Introduction to numerical weather prediction.

Prerequisite: GEOG 230 or equivalent.

531 Global Climate. (3) Introduction to the dynamics of the global climate system. Emphasizes the physical processes that force spatial variability in climate, and the feedback mechanisms associated with global teleconnections and climate change.

Prerequisite: GEOG 330 or 530.

535 Satellite and Radar Meteorology. (3) Study of the platforms and sensors of satellite and radar remote sensing

systems used in meteorology and climatology. Emphasizes satellite and radar products and their interpretation.

Prerequisite: GEOG 330; PHYCS 110 or 120, 112 or 122 or equivalent, or permission of the instructor.

540 Cartography and Graphics 1. (3) The construction and design of maps and graphs. Basic drafting techniques and methods of cartographic presentation. Emphasizes graphic presentation of spatially disposed quantitative and qualitative data, but the techniques and methods are applicable to a wide range of subjects. Special assigned projects.

Not open to students who have credit in GEOG 340.

542 Remote Sensing and Aerial Photo Interpretation 1. (3) Principles of photo interpretation, satellite scanners, and radar. Characteristic features of remotely sensed data, classification processes, and algorithms.

Not open to students who have credit in GEOG 342.

543 Remote Sensing and Aerial Photo Interpretation 2. (3) Additional instruction and practice in remote sensing, including digital data analysis, image enhancement techniques as applied to natural resources, urban analysis, soil studies, geology, and other applied branches.

Prerequisite: GEOG 542.

Not open to students who have credit in GEOG 343.

544 Advanced Geographic Information Systems Analysis. (3) Examination and use of analysis techniques in geographic information systems (GIS). Introduction to basic GIS programming. Diagramming GIS logic and processing flows. Exposure to widely used GIS data models.

Prerequisite: GEOG 240, 265; or permission of the instructor.

Not open to students who have credit in GEOG 344.

545 Geographic Information Systems Applications Design and Development. (3) Fundamentals of geographic information system (GIS) programming. Develop and implement customized GIS applications. Exposure to widely used GIS software programming environments.

Prerequisite: GEOG 265, 544; or permission of the instructor.

Not open to students who have credit in GEOG 445.

546 Seminar in Advanced Techniques in Remote Sensing. (3)

Advanced techniques applied to remotely sensed data using state-of-the-art software. Review of current methods of computer and manual interpretation techniques. Includes active participation in classroom presentations.

Prerequisite: GEOG 542, 543; or permission of the instructor.

Not open to students who have credit in GEOG 443.

547 Thermodynamic Meteorology. (3)

Application of physical gas laws such as the equation of state and hydrostatic equation to investigate adiabatic processes and parcel theory as they relate to atmospheric instability and connective development.

Prerequisite: GEOG 330 or 530; PHYCS 110, 120, or 140; PHYCS 112, 122, or 142.

548 Geographic Information System Design. (3)

Principles of geographic information system (GIS) design. Implementation of GIS technology. Database and user-interface design. Practical experience applying advanced GIS tools to analyze spatial data. Workshop format requires student-motivated projects.

Prerequisite: GEOG 545.

Not open to students who have credit in GEOG 448.

549 Synoptic Meteorology. (3)

Investigation of synoptic- and mesobeta-scale atmospheric systems, with a focus on analysis and forecasting through the use of satellite, radar, and numerical weather prediction technology.

Prerequisite: GEOG 330 or 530; GEOG 435 or 535; GEOG 451 or 551; GEOG 447 or 547.

550 Severe Local Storms. (3)

Survey of severe thunderstorms and tornadoes. Focuses on storm processes and the forecasting of severe local storm events.

Prerequisite: GEOG 330 or 530.

551 Dynamic Meteorology. (3)

Study of the variables that explain four dimensional atmospheric behavior with primary focus on synoptic-scale processes. Special attention is given to the governing equations and associated approximation and assumption relevant to numerical weather prediction.

Prerequisite: GEOG 330 or 530; PHYCS 110, 120, or 140; PHYCS 112, 122, or 142.

570 World Political Geography. (3)

Analysis of the contribution of physical and cultural characteristics of the

nations of the world to foreign relations problems.

Not open to students who have credit in GEOG 470.

590 Field Observation of Severe Local Storms. (6)

Field trip to the Great Plains region to observe severe local storms. Begins with two three-hour, on-campus lecture periods, followed by a four-week period of field observation, then concludes with three two-hour, on-campus trip review lectures.

Prerequisite: permission of the instructor.

601 Departmental Colloquium and Professionalism. (1)

Presentations that discuss trends, methods, and research on different insights of geography and related topics.

Prerequisite: permission of the instructor.

A total of 3 hours of credit may be earned, but no more than 1 in any one semester or term.

610 History of Geographic Thought. (3)

Focuses on the role of geography in the evolution of the physical and social sciences. Traces paradigms from the premodern period of geography through its emergence as an academic discipline to its present-day applications and theory.

614 Problems in the Teaching of Earth Science. (3–6)

Primarily for experienced teachers: discussion and solution of problems teachers have had in teaching the concepts of earth science, physical geography, and geology.

A total of 6 hours of credit may be earned.

615 Research Methods in Geography. (3)

Examination of research-related topics relevant to first-year graduate study in geography. Focuses on use of the scientific method in solving geographic problems, although topics such as ethics, integrity, professionalism, philosophy, research project designs, and professional presentations are covered.

618 Quantitative Methods in Geography. (3)

A study of quantitative techniques used in geographic research that focus on the solution of spatial problems. Emphasizes geographic and spatial data, geographic research inferences, point pattern analysis, areal association, and factor analysis in geography.

Prerequisite: MATHS 221 or equivalent.

620 Seminar in Geography. (3) Small group discussion of geographic problems selected by instructional staff and depending on students' interest.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to majors in geography and related fields.

625 Special Topics in GIS. (3) Topics chosen from current research areas in applied GIS and from advanced topics in GIS data representation. Possible topics include advanced spatial models and object modeling with geodatabases.

Prerequisite: GEOG 544, 545; or permission of the instructor.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

630 Special Topics in Advanced Cartography. (3) Advanced study exploring contemporary research in cartographic techniques and production. Topics include trends in cartographic research, academic and commercial sources of cartographic information, and the impact of information technology. Topics vary depending on the needs of the students.

Prerequisite: GEOG 340 or 540 or equivalent.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to geography majors.

635 Special Topics in Remote Sensing. (3) Research in remote sensing using advanced techniques applied to a field of study such as land use, vegetation, climatology, agriculture, or environmental problems. Research activities are accompanied by presentations on advanced remote sensing topics.

Prerequisite: GEOG 542, 543.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

640 Special Topics in Atmospheric Science. (3) The study of a topic in atmospheric science within the expertise of the instructor. Examples include such areas as land-surface-atmosphere interactions, meso-scale meteorology, hydroclimatology, climate change, and tropical weather and climate.

Prerequisite: GEOG 530.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to majors in geography and related fields.

653 Geography of Indiana. (3) A geographic examination of the physical, cultural, and economic diversity of the state. Field experience with assigned projects supplements classroom activities.

680 Distant Areas Field Studies. (1-6) Physical, economic, and cultural geography in areas distant from the campus. Includes seminars arranged during travel.

Prerequisite: permission of the department chairperson.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

Open only to students in geography, earth science, and allied subjects.

690 Professional Internship. (1-3) Paid or unpaid supervised field and laboratory experience in public or private agents.

A total of 3 hours of credit may be earned.

695 Readings and Special Studies in Geography. (1-3) Special assigned studies in various sub-fields of geography including readings and research projects.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

GEOLOGY

www.bsu.edu/geology

Fine Arts Building 117, (765) 285-8270

Chairperson: Alan C. Samuelson

Graduate Advisor: Richard Fluegeman

Graduate Faculty: Fluegeman, Grigsby, Neumann, Nicholson, Rice-Snow, Samuelson

PROGRAMS

Master of arts (MA) and master of science (MS) in geology and master of arts (MA) in earth science; the latter is cooperative with the Department of Geography.

See the Science listing under the College of Sciences and Humanities, page 157, for the doctoral programs in science and science education.

Admission

Applicants must meet the admission requirements of the Graduate School and have cumulative undergraduate grade point averages (GPA) of at least 2.75 overall or 3.0 for their junior and senior years and Graduate Record Examination (GRE) scores of at least 470 verbal, 530 quantitative, and 520 analytical (or an acceptable combination of GPA and GRE scores). Candidates must have completed acceptable geology field courses as undergraduates or must complete a Ball State field course as part of the master's requirements.

MASTER OF ARTS IN GEOLOGY

Degree Requirements

Requires 30 hours of graduate courses, and passing the following National Association of State Boards of Geology (ASBOG) tests: the Fundamentals of Geology Examination and the Practice of Geology Examination.

PREFIX	NO	SHORT TITLE	CR	HRS
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Geology seminar requirement,
9 hours from

GEOL	605	Sem Strat (3)		
	610	Sem Sediment (3)		
	626	Sem Tectonic (3)		

660	Sem Hydrogeo (3)		
670	Sem Geochem (3)		
671	Sem Geomorph (3)	9	
685	Geo Res Meth	3	

9 hours from approved graduate
electives in geology 9

An approved major or minor in a
second discipline or GEOL and/or
other electives approved by the
geology graduate advisor 9

30 hrs

MASTER OF SCIENCE IN GEOLOGY

Degree Requirements

Requires 30 hours of graduate courses. Each student is required to write a thesis, which fulfills 6 hours of the 30-hour requirement. In a normal course of study, students are required to determine the thesis topic and committee by the end of the second semester. The completed thesis document is subject to approval by the committee following a public oral defense.

PREFIX	NO	SHORT TITLE	CR	HRS
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Geology seminar requirement,
9 hours from

GEOL	605	Sem Strat (3)		
	610	Sem Sediment (3)		
	626	Sem Tectonic (3)		
	660	Sem Hydrogeo (3)		
	670	Sem Geochem (3)		
	671	Sem Geomorph (3)	9	

Thesis requirement

THES	698	Thesis (1-6)	6	
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6 hours from approved graduate
electives in geology 6

An approved major or minor in a
second discipline or GEOL and/or

other electives approved by the geology graduate advisor	9
	<hr/> 30 hrs

GEOLOGY (GEOL)

502 Global Positioning System

Techniques. (1) Global Positioning System (GPS) surveying and mapping techniques. Overview of satellite and system technology, examination of various GPS units available for applications, techniques using units individually or in combination for mapping and navigation, differential GPS methods, use in computer-generated maps.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned, but no more than 1 in any one semester or term.

508 Advanced Invertebrate

Paleontology. (3) Advanced study of the important fossil invertebrate phyla (Coelenterata Bryozoa, Brachiopoda, Mollusca, Arthropoda, and Echinodermata). Emphasizes individual study of selected fossil groups. Local field trip. Regularly scheduled laboratory.

Not open to students who have credit in GEOL 308.

509 Micropaleontology. (3)

Morphology, classification, preparation techniques, and evolution of paleontologically significant microfossil groups and their biostratigraphic and paleoecologic significance. Emphasizes individual study of foraminifera, conodonts, and ostracodes. Regularly scheduled laboratory.

Not open to students who have credit in GEOL 409.

510 Igneous and Metamorphic

Petrology. (3) Igneous and metamorphic petrology is an introduction to the processes responsible for, and the rocks and minerals associated with, the formation of both igneous and metamorphic rocks. Looks at the microscopic to macroscopic features associated with these processes. Laboratory section required.

Prerequisite: GEOL 220, 310, or permission of the department chairperson.

Not open to students who have credit in GEOL 410.

512 Sedimentary Petrology. (3) A petrographic approach to the

classification and genetic interpretation of sedimentary rocks. Terrigenous sandstones and carbonate rocks will be emphasized with lesser stress on mud rocks and non-carbonate chemical rocks.

Prerequisite: GEOL 102, 220, 310, or permission of the department chairperson.

Not open to students who have credit in GEOL 412.

516 Engineering Geology. (3)

Engineering properties and mechanics of rocks and soil; geologic materials in construction; applied geophysics for subsurface exploration; groundwater engineering problems; dams, tunnels, mines, shoreline structures, and other special construction problems; erosion and mass wasting. Regularly scheduled laboratory.

Prerequisite: GEOL 102; MATHS 112 or permission of the department chairperson.

Not open to students who have credit in GEOL 416.

520 Geological and Physical

Oceanography. (3) Description of geological and physical characteristics of the oceans, marine processes, and related topics.

Prerequisite: GEOL 101 or its high school equivalent or permission of the department chairperson.

Not open to students who have credit in GEOL 420.

525 Geophysics. (3) An introduction to the physics of the earth and the geophysical sciences. Refraction and reflection seismology, magnetic, electrical, gravity, radioactivity, and geothermal methods are included in lecture topics, laboratory exercises, and field investigations. Emphasizes the application of geophysical methods to energy, mineral and ground-water exploration, site evaluation, pollution detection, and other applied problems.

Not open to students who have credit in GEOL 425.

535 Stratigraphy and Subsurface

Methods. (3) Principles and practices of lithostratigraphy, biostratigraphy, and sequence stratigraphy. Use of surface and subsurface stratigraphic data in the reconstruction of depositional environments and sedimentary basins.

Prerequisite: GEOL 102, 220, 310, or permission of the department chairperson.

Not open to students who have credit in GEOL 435.

Open only to graduate students.

545 Fractals in the Natural Sciences. (3)

Fractal geometric models and data analysis methods of practical use in the sciences. Application examples drawn from geosciences and other natural science fields. Divider, box, size-number, variogram, and rescaled range methods, along with other techniques. Discussion of chaos and self-organized criticality as possible sources of fractals in nature.

Prerequisite: MATHS 108.

Not open to students who have credit in GEOL 445.

550 Geology of Indiana. (3) Rocks, structure, fossils, landforms, economic resources, and geologic history of Indiana. Designed for students, particularly teachers, not majoring in the earth sciences. Field-trip oriented with collection of rock, mineral, and fossil specimens.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Not open to students who have credit in GEOL 450.

560 Hydrogeology. (3) Occurrence and movement of surface water and groundwater, with special reference to the effect of the geologic environment.

Prerequisite: GEOL 102 or 207 or 240 or NREM 211; MATHS 108 or permission of the department chairperson.

Not open to students who have credit in GEOL 460.

570 Groundwater Geochemistry. (3)

Introduces the processes controlling the composition of natural waters; streams, lakes, oceans, and near-surface groundwaters. Focuses on the effect of human activities, biological systems, and inorganic geochemistry processes on water chemistry.

Prerequisite: GEOL 101; CHEM 111, 112; or permission of the department chairperson.

Not open to students who have credit in GEOL 470.

571 Volcanology and Volcanic Hazards. (3)

Designed to give middle and upper level students a working knowledge of the causes and effects of the various types of volcanism ranging from quiescent Hawaiian-style volcanoes to the explosive SW Pacific volcanoes. In addition, looks at volcanic

prediction, monitoring, and hazard response programs.

Prerequisite: GEOL 102 or permission of the department chairperson.

575 Glacial Geology. (3) In-depth study of the physical nature of glaciers, their deposits, and the erosional and depositional landforms they create. Introduction to the glacial history of the north central United States. Term paper required.

Prerequisite: GEOL 240; PHYCS 110 or 120; or permission of the department chairperson.

Not open to students who have credit in GEOL 475.

580 Special Studies and Field Problems. (1–3)

Selected detailed geologic problems under the guidance of a qualified instructor.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

583 Geology Field Camp. (6) Advanced application of field techniques to the resolution of geologic problems. Assignments include accumulation and interpretation of field observations and preparation of geologic maps, cross sections, and stratigraphic sections. Five-week summer course in the Rocky Mountains.

Prerequisite: permission of the department chairperson.

590 Computer Applications in the Geosciences. (1)

Survey of the various computer applications in the geosciences. Designed to supplement existing geoscience and computer science courses by providing opportunity to gain experience working with BASIC and FORTRAN programs in various geoscience data collection, calculation, and graphic display applications.

A total of 3 hours of credit may be earned, but no more than 1 in any one semester or term.

Not open to students who have credit in GEOL 290.

600 Seminar in Geology. (1–3) Review and discussion of the literature related to a selected topic of current interest in geological research. Laboratory work and field trips may be included when necessary.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

601 Seminar in Environmental

Geology. (1–3) Review and discussion of the literature related to a selected topic of current interest in environmental geology. Laboratory work and field trips may be included when necessary.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

605 Seminar in Stratigraphy. (3)

Discussion of current topics in stratigraphy. Subjects may include global correlation, the record of sea level change, and global events in earth history.

610 Seminar in Sedimentary Petrology.

(3) Advanced coverage of sedimentary rocks, their constituents, their environments of deposition, and the diagenetic processes that alter them after deposition. Proficiency in recognition of sedimentary constituents, in naming sedimentary rock types, and in interpretation of depositional, diagenetic, and provenance processes is expected.

Prerequisite: GEOL 412 or 512 or permission of the instructor.

611 Regional Geology. (3) Geologic history, geomorphology, structural geology, and special geologic topics of selected regions.

626 Seminar in Tectonics. (3) Origin and nature of tectonic processes affecting the crust and lithosphere. Plate dynamics and the tectonic evolution of orogens from a structural, petrologic, and geochronologic perspective.

Prerequisite: GEOL 315, 410, or 510 or permission of the instructor.

660 Seminar in Advanced

Hydrogeology. (3) Seminar in advanced and contemporary topics in

groundwater geology such as pump and slug test analyses, analytic or numerical flow and transport computer modeling, wellhead protection policy, current groundwater resource and water quality research, and groundwater remediation.

Prerequisite: GEOL 460 or 560; permission of the department chairperson.

670 Seminar in Environmental

Geochemistry. (3) Seminar in advanced and contemporary topics in aqueous geochemistry such as geochemical cycling with focus on the role of sediments, soils, freshwater streams and lakes, and oceans as reservoirs for chemical compounds, including natural and manmade contaminants.

Prerequisite: GEOL 470 or 570 or permission of the department chairperson.

671 Seminar in Geomorphology. (3)

Review and critical discussion of key classic and recent literature in geomorphology. Student presentations and group project.

680 Special Studies and Field

Problems. (1–3) Selected detailed geologic problems under the guidance of a qualified instructor.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

685 Geology Research Methods. (3)

Introduction to the use of scientific literature, design of research, analysis of data, and writing of research/grant proposals in a focused area of the geosciences. Review of literature pertinent to a special topic of student interest.

HISTORY

www.bsu.edu/history

Burkhardt Building 200, (765) 285-8700

Chairperson: Bruce Geelhoed

Coordinator of MA in History: Christopher Thompson

Coordinator of MA in Social Science: Dean Cantu

Graduate Faculty: Beswick, Cantu, Connolly, Dmitriev, Doyle, Edmonds, Geelhoed, Glen, K. Hall, R. Hall, Littell-Lamb, Malone, Mjagkij, Morris, Nathans, Nelson, Smith, Stephan, Suppe, Swope, Terry, Thompson, Zhuck, Zimmerman

PROGRAMS

The master of arts (MA) in history and in social science may serve as terminal degrees or as preludes to additional graduate degrees. In addition, either of the two degrees may be used to professionalize the standard secondary school teaching license. See Social Studies, page 207.

MASTER OF ARTS IN HISTORY

Admission

Applicants must meet the admission requirements of the Graduate School. In addition, applicants normally should have earned a 3.0 grade point average on a 4.0 scale in a minimum of 18 semester hours (or the equivalent) in history courses. To qualify for graduate assistantships in the department, applicants must take the general and subject (history) tests of the Graduate Record Examination (GRE) and ordinarily have undergraduate grade point averages of at least 3.0 on a 4.0 scale. Each applicant should submit a 300–500 word statement concerning goals and interests.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
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Required Core

HIST	612	Sem Historio	3
	613	Sem Hist Res	3

Directed electives

A minimum of four courses in American, European, and/or world history distributed over a minimum of two areas. Students must select from the following courses:

American History

HIST	621	Amer to 1877 (3)
	622	Amer frm 1877 (3)
	623	Spec Top Am (3–6)

European History

HIST	631	Std Erly Eur (3)
	632	Std Mod Eur (3)
	633	Spec Top Eur (3–6)

World History

HIST	641	Std Wrld His (3–6)	12
Three 500- or 600-level courses in history or with approval in related fields			9
			<hr/> 27 hrs

Thesis option

In general, students intending to continue their graduate education must complete a thesis

THES	698	Thesis (1–6)	6
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General option

In general, students working toward a terminal degree in history may write a thesis or complete 6 additional hours of 600-level course work in lieu of a thesis

6
<hr/> 33 hrs

Comprehensive Examination

All students are required to take two three-hour written examinations in two areas of history as well as a one-hour oral examination covering the two areas. In addition, a student writing an MA thesis will have a one-hour oral defense of the thesis.

HISTORY (HIST)

500 Colonial America, 1492–1756. (3)

The settlement of North America by the British and the evolution of the distinctive colonial societies that formed the foundations of the United States.

Not open to students who have credit in HIST 400.

501 The American Revolution, 1756–1789. (3) Transformation of American society and politics in the era of the American Revolution with emphasis on the origins of the revolution, the development of a democratic society, and the Constitution of the United States.

Not open to students who have credit in HIST 401.

503 The Rise of Nationalism in the United States, 1789–1824. (3) The

foundations of the United States as a new nation with emphasis on the major social, political, economic, and diplomatic events of the period.

Not open to students who have credit in HIST 403.

505 Nationalism versus Sectionalism in the United States, 1820–1860. (3) The major social, political, economic, and cultural developments in the United States with emphasis on the major leaders and events involved in the sectional conflict leading to the Civil War, 1820–1860.

Not open to students who have credit in HIST 405.

507 The American Civil War and Reconstruction. (3) Events, leaders, and movements, with special emphasis on causes, interpretation, and historiography of the period of national crisis and war followed by national reconstruction.

Not open to students who have credit in HIST 407.

509 Progressivism and Imperialism: The United States, 1878–1918. (3) America's rise to world significance at home and abroad between 1878 and 1918; the political, social, and economic problems and various efforts at reform.

Not open to students who have credit in HIST 409.

511 The United States from World War I through World War II. (3) An examination of the reaction of the American people to a society changing rapidly under the impact of two major wars, the Great Depression, and continuing industrialization and urbanization.

Not open to students who have credit in HIST 411.

513 Recent United States History: 1945 to the Present. (3) The role of the United States in the modern world. Examines the efforts of Americans to preserve a society that is prosperous and humane while it adjusts to technological change and continuing social and intellectual ferment.

Not open to students who have credit in HIST 413.

515 History of Indiana. (3) Exploration, colonization, and development of the state from the earliest time to the present.

Prerequisite: 6 hours of credit in United States history.

Not open to students who have credit in HIST 415.

516 History of the Antebellum South.

(3) History, institutions, political themes, and problems of the antebellum South.

Not open to students who have credit in HIST 416.

517 History of the New South. (3)

Reconstruction, industrial and agricultural progress, social life, and the new leadership after 1865.

Not open to students who have credit in HIST 417.

519 The Trans-Mississippi Frontier. (3)

American territorial expansion in the region west of the Mississippi River, with emphasis on the nineteenth century. Exploration, the movement of settlers, the events that influenced their migration, and the effect of these events and the frontier on national development.

Not open to students who have credit in HIST 419.

520 The African American Experience in America. (3) The African American

experience in America from the sixteenth century to the present. Emphasizes the effect of African Americans on American culture and vice versa.

Not open to students who have credit in HIST 210.

521 Indians in United States History.

(3) Indian and white relations from 1492 to the present; the Indian wars, treaty making, various types of Indian and Caucasian interaction, and the development of federal and state Indian policy.

Not open to students who have credit in HIST 421.

529 Colloquium in Latin American

History. (3–6) Selected topics in the history of Mexico, the Caribbean, and the Spanish borderlands.

A total of 6 hours of credit may be earned.

530 United States Diplomatic History

to 1914. (3) History of United States diplomacy from the late colonial period to the eve of World War I.

Not open to students who have credit in HIST 430.

532 United States Diplomatic History

since 1914. (3) The foreign relations of the United States since the outbreak of World War I.

Not open to students who have credit in HIST 432.

533 American Life and Thought, 1607–1865. (3) American social, intellectual, and cultural history from the colonial period to the Civil War, including such topics as religion, women, the family, ethnic groups, minorities, the arts, thought, popular culture, and everyday life.

Not open to students who have credit in HIST 433.

534 American Life and Thought, 1865 to the Present. (3) American social, intellectual, and cultural history from Reconstruction to the present, including such topics as religion, women, the family, ethnic groups, minorities, the arts, thought, popular culture, and everyday life.

Not open to students who have credit in HIST 434.

535 American History through Film. (3) Introduces the techniques needed to analyze films as primary documents in United States history. Focuses on the most significant feature and documentary films of American society. Compares and contrasts filmic and historical reality.

Not open to students who have credit in HIST 435.

538 Colloquium on United States Urban History. (3) The literature of American urban history, presented topically rather than chronologically. Students will select readings from a list compiled especially for the course and tailored to the exact number of students. They will then discuss their own special assignments each week so that greater exposure and interchange will be possible.

541 Comparative Slavery. (3) Explores the types of bondage, unfree labor systems, and slavery and the slave trade throughout African history as well as in a number of geographical regions for comparison. Includes Africa, the Mediterranean, the Caribbean, and Central and South America.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in HIST 441.

549 American Culture Field Studies. (3–6) American culture, its art, economic life, educational systems, geography, history, industry, languages, music, and

society. Students will travel through designated areas in North America. Before the trip, considerable reading in various fields pertinent to the course will be required. At the conclusion, papers will be required.

A total of 6 hours of credit may be earned.

Not open to students who have credit in HIST 449.

553 Modern Western Culture. (3–6) Selected studies in the development of cultural and intellectual movements in the fine arts, literature, scholarship, political and economic thought, science, and social reform from the eighteenth century to the present. Emphasizes themes and problems of major significance.

A total of 6 hours of credit may be earned.

554 The Era of World War I, 1870–1918. (3) The background, immediate causes, and course of the First World War with special attention to nationalism, the alliance system, imperialism, militarism, and conflicts of interest and aspirations.

Not open to students who have credit in HIST 454.

555 The Era of World War II, 1918–1945. (3) The origins, immediate causes, and the course of the Second World War with stress on the peace settlement of 1919, revisionism, diplomatic conflicts, and the foundations of the postwar world.

Not open to students who have credit in HIST 455.

556 Cold War and Europe since 1945. (3) European origin of the Cold War and rebirth of a “new” but divided Europe with stress on East-West conflict, power blocs, international relations, and temporary decline of European influence; ideological, political, economic, and social development, including competition between Western and Sovietized Eastern Europe.

Not open to students who have credit in HIST 456.

558 Strategy and Diplomacy of the European Great Powers Since 1860. (3) Examines, interprets, and evaluates British, German, Russian, French, Italian, and Austrian strategy and diplomacy—and economic, geographic, ideological, and military foundations of national power—focusing upon the “German Question,” Eurocentrism,

imperialism, two world wars, renewed multipolarity, the European Community, and the Cold War.

Not open to students who have credit in HIST 458 or EURO 458.

559 The Jews in Europe and the Middle East, 1098 to the Present. (3) Survey of the Jewish role in European and Middle Eastern history and society. Focus will be on the commonalities and differences between Judaism, Christianity, and Islam and changing attitudes toward the Jewish community in the nineteenth and twentieth centuries.

Not open to students who have credit in HIST 459.

561 Development of Greek Civilization.

(3) Greek political, social, and intellectual development in the Hellenic and Hellenistic periods. Emphasizes the rise and fall of Greek democracy and Greek contributions to the civilization and cultures of the West.

Not open to students who have credit in HIST 461.

562 Development of Roman Civilization.

(3) Political, social, and intellectual development of Rome from the beginning of the republic to approximately A.D. 500. Emphasizes development of Roman characteristics during the republic, effects of Greek ideas and imperial expansion, and Roman contributions to Western civilization.

Not open to students who have credit in HIST 462.

564 Development of Byzantine Civilization.

(3) Political, socioeconomic, and intellectual development of the Byzantine Empire from its origins to 1453. Emphasizes Byzantine religious and cultural contributions and relations with Western Europe, the Slavic peoples, and the Muslim world.

Not open to students who have credit in HIST 464.

565 Medieval Ideas and Institutions. (3)

Selected problems concerning the social and cultural bases of medieval civilization. Emphasizes six major institutions and themes—feudalism, chivalry, manorialism, the medieval city, the church, and the medieval university.

567 The Renaissance and Reformation, 1300–1600. (3) Specialized study of the crises, changes, and cultural

achievements of Europe in an age of transition and intellectual upheaval. Individual investigations combined with a colloquium approach.

569 World Civilizations—Field Studies. (3–6)

World civilizations—their history, art, economic life, educational systems, geography, industry, languages, music, and society—through varied travel programs. Advance reading and a summary paper are required to complement each year's travel program.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

Not open to students who have credit in HIST 469.

571 France since 1815. (3) The political, intellectual, and social development of modern France—the problems of revolution and reaction, imperial growth, republican reform and stabilization, state power and individual freedom, capitalism, and socialism.

Not open to students who have credit in HIST 471.

572 France—The Classical Age, 1461–1715. (3)

The foundations and institutions of French absolutism through Louis XIV—classic culture, the monarchy, the aristocracy, the bourgeoisie, Gallican Catholicism—with emphasis on development of the ancient regime and French influence on Europe.

Not open to students who have credit in HIST 472.

573 French Revolutionary and Napoleonic Eras, 1715–1815. (3)

Investigations of the causes of the French Revolution—the great turning point of modern civilization—with particular stress on nationalism, authority, individual freedom, reform measures, social change, and other significant forces.

Not open to students who have credit in HIST 473.

575 Britain, 1485–1714. (3) A survey of the political, social, and economic history of England in the Tudor and Stuart periods. Emphasizes the rise of the national state, religious conflicts, the development of the power of Parliament, and overseas exploration and colonization.

Not open to students who have credit in HIST 475.

576 Britain, 1714 to the Present. (3)

Survey of the many changes in British life from the Hanoverian period to the present—modernization of political institutions, evolution of the limited monarchy, industrialization and social conflict, effects of imperialism and recent wars, problems of government and society since World War II.

Not open to students who have credit in HIST 476.

577 Topics in English Constitutional History. (3)

Selected topics concerning the constitutional history of England, such as the development of the kingship, the common law, Parliament, the Tudor and Stuart theories of government, the cabinet system, and political parties.

Not open to students who have credit in HIST 477.

581 Modern Germany. (3)

Critical problems in modern German history with concentration on unification and the age of Bismarck, the First World War, cultural and intellectual ferment, Hitler and the Nazi period, and postwar West and East Germany.

Not open to students who have credit in HIST 481.

582 Research on the History of the Celtic Peoples. (3)

Surveys the entire chronological and geographical framework of the history of the Celtic peoples and their distinctive and persistent culture. Introduces recent scholarship and graduate-level research on a topic of the student's choice.

Not open to students who have credit in HIST 482.

583 Research in Irish History. (3)

Surveys the entire span of Irish history and introduces recent historiography and graduate-level research on a topic of the student's choice.

Not open to students who have credit in HIST 483.

584 Southern Africa. (3) Explores the arrival of the Europeans in the southern tip of Africa from 1652 and focuses on the subsequent four centuries of colonial domination of much of the southern African continent. Also investigates Black, Indian, and Colored resistance.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in HIST 484.

586 Tzarist Russia. (3) Development of the Russian state and people from about 1500 to the Revolution of 1917—evolution of political institutions, cultural and religious life, economic and social change, geographic expansion, and foreign affairs.

Not open to students who have credit in HIST 486.

587 The Soviet Union. (3) The development of the Soviet Union from the Bolshevik Revolution of 1917 to the present, with emphasis on Soviet political and economic institutions and the role of the U.S.S.R. in world affairs.

Not open to students who have credit in HIST 487.

588 History of South Asia. (3)

Descriptive and analytical survey of the subcontinent of South Asia, comprising India, Pakistan, Bangladesh, and Sri Lanka, from early times to the present.

Not open to students who have credit in HIST 488.

589 History of Southeast Asia. (3)

History of the region from earliest times to the present, with special attention to the formation of the earliest civilizations; the influence of Indian, Chinese, and European cultures upon the people of Southeast Asia; and the processes of synthesis that have taken place within these civilizations through the centuries.

Not open to students who have credit in HIST 489.

591 Topics in Middle Eastern History. (3)

Selected issues and problems in the Middle Eastern world since Muhammad. Topics may include the expansion of Islam, slavery in the Middle East, the economic and social history of the Ottoman empire, the Arab/Israeli dispute, and recent national and international crises.

Not open to students who have credit in HIST 491.

592 History of China to 1600. (3)

Descriptive and analytical survey of China's history from earliest times to roughly A.D. 1600, with emphasis on the development of the dynastic tradition, Confucian-based society and culture, and China's focal point status in the pre-1600 world order.

Not open to students who have credit in HIST 492.

593 History of Premodern Japan. (3)

Analytical survey of premodern

Japanese history to ca. 1600, focusing on the ideological, political, social, economic, and cultural developments that provide a foundation for the understanding of modern Japan.

Not open to students who have credit in HIST 493.

595 Modern China, 1600 to the Present.

(3) Descriptive and analytical survey with emphasis on China's changing role as a member of the world community, its response to increased Western contacts, disintegration of traditional order, revolutionary changes through the Republic of China and the People's Republic, and significant elements of contemporary Chinese society and culture.

Not open to students who have credit in HIST 495.

596 Modern Japan, 1600 to the Present.

(3) Descriptive and analytical survey of political and economic developments, foreign policy, and social and cultural change in modern Japan with emphasis on conditions contributing to its rapid modernization, nationalist and expansionist movements, and dynamic postwar recovery.

Not open to students who have credit in HIST 496.

612 Seminar in Modern

Historiography. (3) A survey of the major works in the historical literature of the past five centuries, including both European and American contributions, with special investigation of significant historians and movements in historical studies and writing.

613 Seminar in Historical Research. (3)

Designed to further investigative skills. Focuses on the knowledge of concepts and methodology used in historical research through the intensive study of a selected topic in American, European, or world history. A research paper is required.

Prerequisite: HIST 612; permission of the MA advisor in history.

621 Studies in American History to

1877. (3) Studies of selected problems in American history to 1877 with special attention to discussion of historiography and current trends in scholarship. Exact content will be announced before each offering.

622 Studies in American History since 1877. (3) Studies of selected problems in

American history since 1877 with special attention to discussion of historiography and current trends in scholarship. Exact content will be announced before each offering.

623 Special Topics in American History. (3–6) Investigation of a

particular topic, problem, or issue in American history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 hours of credit may be earned.

631 Studies in Early European History.

(3) Studies of selected problems in early European history with special attention to discussion of historiography and current trends in scholarship. Exact content will be announced before each offering.

632 Studies in Modern European

History. (3) Studies of selected problems in modern European history with special attention to discussion of historiography and current trends in scholarship. Exact content will be announced before each offering.

633 Special Topics in European

History. (3–6) Investigation of a particular topic, problem, or issue in European history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 hours of credit may be earned.

641 Studies in World History. (3)

Studies of selected problems in world history with special attention to discussion of historiography and current trends in scholarship. Exact content will be announced before each offering.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

650 Special Studies. (1–6) Directed

study of special problems by individuals or groups of students. Ordinarily not available until students have earned 12 hours of graduate credit in history.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned with permission of the department chairperson.

SOCIAL STUDIES (SS)

650 Independent Study in Social Science Education. (1–6) Directed study of special problems or research in social science education by individuals or groups of students. Topics to be investigated will be chosen after consultation with an instructor with special competence in the topic involved.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

670 Applying Media Resources to Social Science Education. (3) Selecting, developing, and incorporating media into a systematic plan for instruction in the social sciences. Designed to aid in the enrichment of teaching through appropriate use of instructional media.

688 Using Community Resources in Teaching Social Studies. (3) Techniques and practice in finding, analyzing, organizing, and grading materials pertaining to political, economic, and social activities of the community and their historical development for use at the various grade levels.

690 Selection and Organization of Social Studies Teaching Materials. (3) Recent curriculum materials examined in the light of learning theory, methods of teaching, content emphasis, and rationale. Criteria for comparing and evaluating curriculum materials are developed.

691 Teaching Social Studies Skills in Secondary Schools. (3) Preparation for teaching social studies skills to meet individual and group needs. Emphasizes skills related to problem solving, critical thinking, reading and interpreting materials, using pictorial representations, and finding and using information.

692 Teaching Social Studies Skills in Junior High/Middle Schools. (3)

Preparation for teaching social studies skills to meet individual and group needs. Emphasizes skills related to problem solving, critical thinking, reading and interpreting materials, using pictorial representations, and finding and using information.

694 Seminar in Social Studies Curriculum and Instruction. (1–5)

Research and investigative techniques will be developed through the intensive study of a topic within the framework of social studies curriculum and instruction. Some of the topics studied are goals, methodology, content, evaluation, development and revision of curricula, and teacher education in social studies. A research paper is required.

A total of 5 hours of credit may be earned.

695 Recent Trends in Teaching Secondary School Social Studies. (3)

Issues and teaching strategies developed in view of the findings of current research in social science education. Considers such topics as developing goals, organizational patterns, values clarification, inquiry teaching, and evaluative procedures in teaching social studies. Designed for experienced teachers.

697 Seminar in Social Science Education. (1–5)

The discussion of current issues and research in one branch of the social studies, such as value analysis, method of inquiry, critical thinking, methods in the inner city.

A total of 5 hours of credit may be earned.

MATHEMATICAL SCIENCES

www.bsu.edu/math

Robert P. Bell Building 465, (765) 285-8640

Chairperson: John Emert

Graduate Advisor in Mathematical Statistics: Mir M. Ali

Graduate Advisor in Actuarial Science: William B. Frye

Graduate Advisor in Mathematics: Roger B. Nelson

Graduate Advisor in Mathematics Education: Sheryl Stump

Graduate Faculty: Ali, R. Bremigan, Dean, Emert, Fischer, Foley, Frye,

Hartter, K. Jones, Joshi, Karls, Leitze, Livshits, Lorch, Mascioni,

Mohammed, Okten, Pierce, Roebuck, Stankewitz, Stump, Umbach,

Whitaker, Woo

PROGRAMS

Master of arts (MA) in actuarial science, in mathematics, in mathematics education, and in statistics; master of science (MS) in mathematics
See the Science listing under the College of Sciences and Humanities, page 157, for the doctoral programs in science and science education.

MASTER OF ARTS IN ACTUARIAL SCIENCE

The master's program in actuarial science provides training for careers that involve analyzing and solving financial, business, and social problems related to economic risk. The program includes course work that prepares students for the professional examinations given by the Society of Actuaries and the Casualty Actuary Society.

Admission

Applicants must meet admission requirements of the Graduate School. It is also expected that students will have had three semesters of calculus, a course in linear algebra, and at least one semester of probability and statistics.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
MATHS	551	Math Finance	4	
	552	Life Cont 1	4	
RMI	597	Indpen Study (1-6)	3	

MATHS	620	Math Stat 1	4
	659	Res Act Sci	3
15-16 hours from			
MATHS	528	Reg Time Ser (3)	
	553	Life Cont 2 (4)	
	557	Loss Distrib (4)	
	621	Math Stat 2 (4)	
	655	Top Act Sci (4)	
	657	Survival Mod (4)	
	658	Risk Theory (4)	15-16

Electives
(To be taken if required courses are waived because of undergraduate credit)

MATHS	555	Prob in Act (2)	
	558	Pract Act (2)	
	625	Prob Theor 1 (3)	
	626	Prob Theor 2 (3)	
			33-34 hrs

MASTER OF ARTS IN MATHEMATICS

The master of arts degree in mathematics provides students with a broad graduate level mathematical background suitable for pursuing a PhD degree in the mathematical sciences or for seeking employment in business, industry, or government.

Admission

Applicants must meet the regular admission requirements of the Graduate School and have an undergraduate major in mathematics or an equivalent

background as determined by the Department of Mathematical Sciences.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
MATHS	511	Abstr Alg 1	3	
	512	Abstr Alg 2	3	
(If the undergraduate equivalent is not completed. Otherwise select from the following to complete at least 6 semester hours.)				
MATHS	516	Thry Numbers (3)		
	619	Spec Stu Alg (1–8)		
6 hours from				
MATHS	571	Real Anls 1 (3)		
	572	Real Anls 2 (3)		
	675	Real Varbl 1 (3)		
	676	Real Varbl 2 (3)		
	677	Complex Var 1 (3)		
	678	Complex Var 2 (3)	6	
6–8 hours from				
MATHS	562	Numer Anls 1 (3)		
	563	Numer Anls 2 (3)		
	620	Math Stat 1 (4)		
	621	Math Stat 2 (4)		
	625	Prob Theor 1 (3)		
	626	Prob Theor 2 (3)		
	645	Topology 1 (3)		
	646	Topology 2 (3)	6–8	
Research component, 3–6 hours from				
MATHS	689	Res Mth Stat (3)		
	694	Res Math Ed (3)		
THES	698	Thesis (1–6)	3–6	
Electives as directed by advisor				4–9
				30 hrs

MASTER OF ARTS IN MATHEMATICS EDUCATION

The master of arts in mathematics education provides opportunities for elementary, middle school, and high school teachers to examine various issues related to the teaching and learning of mathematics while continuing to develop their own mathematical content knowledge.

Option 1: Elementary and middle school mathematics

Admission

Applicants must meet the regular admission requirements of the Graduate School; hold a current elementary, middle school, or special education teaching license; and have at least one year of elementary or middle school teaching experience.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
Mathematics content, 3–12 hours				
MATHS	623	Data Anl Tch	3	
And each of the following unless the undergraduate equivalent is completed				
MATHS	514	Alg Fns Tch	3	
	517	Nmbr Sys Tch	3	
	542	Geo Meas Tch	3	
Mathematics education, 9 hours				
MATHS	690	C I Math Ed	3	
	694	Res Math Ed	3	
	696	Act Res Meth	3	
Electives in mathematics or mathematics education, 9–18 hours (as approved by advisor) from				
MATHS	631	Tech Mth Tch (3)		
	632	Assmt Mth Ed (3)		
	641	Topics Geom (3)		
	671	Con Disc Tch (3)		
	680	Studies Tchg (3)		
	691	Dev Rem Math (3)		
	693	P S Com Strat (3)		
	695	Learn Th Mth (3)		
	697	Lead Math Ed (3)	9–18	
				30 hrs

Option 2: Secondary mathematics

Admission

Applicants must meet the regular admission requirements of the Graduate School; have an undergraduate major in mathematics or an equivalent background as determined by the Department of Mathematical Sciences; hold a current secondary mathematics teaching license; and have at least one year of secondary mathematics teaching experience.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
Mathematics content, 15 hours				
MATHS	641	Topics Geom	3	
Take each of the following unless the undergraduate equivalent is completed.				
MATHS	511	Abstr Alg 1	3	
	571	Real Anls 1	3	
Electives in mathematics content, 6–12 hours (as approved by advisor) from the following (if undergraduate equivalent is not completed)				
MATHS	512	Abstr Alg 2 (3)		
	516	Thry Numbers (3)		
	560	Hist of Math (3)		

572	Real Anls 2 (3)	
620	Math Stat 1 (4)	
621	Math Stat 2 (4)	
623	Data Anl Tch (3)	
645	Topology 1 (3)	
675	Real Varbl 1 (3)	
677	Complex Var 1 (3)	6-12
Mathematics education, 15 hours		
MATHS 690	C I Math Ed	3
694	Res Math Ed	3
696	Act Res Meth	3
Electives in mathematics or mathematics education, 6 hours (as approved by advisor) from		
MATHS 631	Tech Mth Tch (3)	
632	Assmt Mth Ed (3)	
693	P S Com Strat (3)	
695	Learn Th Mth (3)	
697	Lead Math Ed (3)	6
		<hr/> 30 hrs

MASTER OF ARTS IN STATISTICS

The master's program in statistics provides students with the background suitable for employment as a statistician in business, industry, or government. The degree also provides suitable preparation for pursuing a PhD degree in statistics.

Admission

Applicants must meet admission requirements of the Graduate School. It is also expected that students will have had three semesters of calculus and a course in linear algebra.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
MATHS 522		Sampling	3
528		Reg Time Ser	3
529		Exp Designs	3
620		Math Stat 1	4
621		Math Stat 2	4
625		Prob Theor 1	3
626		Prob Theor 2	3
628		Monte Carlo	4
689		Res Mth Stat	3
			<hr/> 30 hrs

MASTER OF SCIENCE IN MATHEMATICS

The master of science degree in mathematics provides students with a broad graduate level mathematical background suitable for pursuing a PhD degree in the mathematical sciences or for seeking employment in business,

industry, or government. Students pursuing the master of science degree will be required to write a 6-hour thesis.

Admission

Applicants must meet the regular admission requirements of the Graduate School and have an undergraduate major in mathematics or an equivalent background as determined by the Department of Mathematical Sciences.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
MATHS 511		Abstr Alg 1	3
512		Abstr Alg 2	3
(If the undergraduate equivalent is not completed. Otherwise select from the following to complete at least 6 semester hours.)			
MATHS 516		Thry Numbers (3)	
619		Spec Stu Alg (1-8)	
6 hours from			
MATHS 571		Real Anls 1 (3)	
572		Real Anls 2 (3)	
675		Real Varbl 1 (3)	
676		Real Varbl 2 (3)	
677		Complex Var 1 (3)	
678		Complex Var 2 (3)	6
6-8 hours from			
MATHS 562		Numer Anls 1 (3)	
563		Numer Anls 2 (3)	
620		Math Stat 1 (4)	
621		Math Stat 2 (4)	
625		Prob Theor 1 (3)	
626		Prob Theor 2 (3)	
645		Topology 1 (3)	
646		Topology 2 (3)	6-8
THES 698		Thesis (1-6)	6
Electives as directed by the advisor			<hr/> 4-6
			30 hrs

Facilities

The Department of Mathematical Sciences is in the Robert P. Bell Building, with offices, conference and seminar rooms, and computer facilities. Among the advantages of the department's four programs are small class sizes that permit students to develop close working relationships with faculty and to interact frequently with their peers, opportunities to conduct studies under the direction of scholars well established in their specializations, and an excellent record of graduate placement.

Faculty involved with the programs are active in various state, national, and

International professional organizations, possess extensive and varied work experience, and regularly publish their research works in national and international journals.

MATHEMATICAL SCIENCES (MATHS)

511 Abstract Algebra 1. (3) The theory of groups, including subgroups, cyclic groups, normal subgroups, cosets, Lagrange's Theorem, quotient structures, homomorphism, automorphisms, group actions, Sylow's Theorems, structure of finite abelian groups, generators, and relations.

Prerequisite: MATHS 311 or permission of the department chairperson.

Not open to students who have credit in MATHS 411.

512 Abstract Algebra 2. (3) An introduction to the theory of rings, including integral domains, division rings, and fields. Quotient fields of integral domains. Homomorphisms, ideals, and quotient structures. Factorization in commutative rings. Polynomial rings and field extensions. Aspects of Galois theory.

Prerequisite: MATHS 411 or 511 or permission of the department chairperson.

Not open to students who have credit in MATHS 412.

514 Algebra and Functions for Elementary and Middle School Teachers. (3) Algebra as the study of patterns, as a symbolic language, as a tool for problem solving, as the study of functions, as generalized arithmetic, and as a way of modeling physical situations.

Prerequisite: at least one year of elementary or middle school teaching experience or permission of the department chairperson.

516 Theory of Numbers. (3) Topics include the division algorithm; positional notation; divisibility; primes; congruences; divisibility criteria; the sigma, divisor, and phi functions; Diophantine equations; linear, polynomial, and simultaneous congruences; theorems of Fermat, Euler, Lagrange, and Wilson; quadratic reciprocity.

Prerequisite: MATHS 215 or permission of the department chairperson.

Not open to students who have credit in MATHS 416.

517 Number Systems and Number Theory for Elementary and Middle School Teachers. (3) Number systems, properties and characteristics of classes of numbers, number sense, number theory, operations and their relationships, and algorithms.

Prerequisite: at least one year of elementary or middle school teaching experience or permission of the department chairperson.

522 Theory of Sampling and Surveys. (3) Survey designs; simple random, stratified, cluster, and systematic sampling; ration estimates; regression estimates; cost and variance functions.

Prerequisite: MATHS 321 or the equivalent.

528 Regression and Time Series Models. (3) Addresses regression topics that include simple and multiple linear regression, polynomial regression, regression diagnostics, and forecasting. Also introduces time series topics that include exponential smoothing, autoregressive, integrated, moving average (ARIMA) models, and forecasting.

Prerequisite: MATHS 321 or the equivalent.

Not open to students who have credit in MATHS 428.

529 Analysis of Variance in Experimental Design Models. (3) Multivariate normal distribution; quadratic forms; linear models; simple random, randomized block, Latin squares, factorial, split-plot, balanced incomplete block designs; analysis of covariance; confounding; and multiple comparison tests.

Prerequisite: MATHS 321 or the equivalent.

Not open to students who have credit in MATHS 429.

542 Geometry and Measurement for Elementary and Middle School Teachers. (3) Students will develop visualization skills; identify two- and three-dimensional shapes and know their properties; connect geometry to other mathematical topics; research historical topics relevant to elementary and middle school geometry.

Prerequisite: at least one year of elementary or middle school teaching experience or permission of the department chairperson.

551 Mathematics of Finance. (4)

Mathematical theory of compound interest, force of interest, annuities, equations of value, yield rated, amortization, sinking funds, bonds, depreciation, and current topics of finance.

Prerequisite: MATHS 166.

Not open to students who have credit in MATHS 351.

552 Mathematics of Life Contingencies

1. (4) Survival distributions, life tables; the mathematics of life insurance, life annuities, net premiums, and net premium reserves.

Parallel: MATHS 551.

Not open to students who have credit in MATHS 452.

553 Mathematics of Life Contingencies

2. (4) The mathematics of multiple life functions, multiple decrement models, valuation theory for pension plans, insurance models including expenses, nonforfeiture benefits, and dividends.

Prerequisite: MATHS 552.

Not open to students who have credit in MATHS 453.

555 Problems in Actuarial Science. (2)

Limits, continuity, differentiability, integrability, series, sequences, derivatives, integrals, partial derivatives, and multiple integrals; axioms of probability, random variables, conditional probability and Bayes's Theorem, joint and conditional probability distributions and expectations; loss frequency, loss severity, retention, deductible, coinsurance, and risk premium.

Prerequisite: MATHS 267, 320, 321; RMI 270; or permission of the department chairperson.

Not open to students who have credit in MATHS 355.

556 Introduction to Operations

Research. (3) Optimization techniques of linear programming, dynamic programming, and integer programming. Optimal solutions of PERT-CPM networks. Optimal decision strategies.

Prerequisite: MATHS 162 or 166, 217 or permission of the department chairperson.

Not open to students who have credit in MATHS 456.

557 Loss Distributions. (4)

Loss distributions, making inferences from insurance data, limited expected value,

loss elimination ratio and excess ratio, frequency distributions, classical, Bayesian, and Buhlmann credibility theory and experience rating, assumptions underlying different methods and comparing and contrasting them.

Prerequisite: MATHS 321.

Not open to students who have credit in MATHS 457.

558 Practicum in Actuarial Science. (2)

Presentations by and discussions with practicing actuaries on problems drawn from their expertise, including life insurance, casualty insurance, health insurance, and professional ethics. Completion of authentic, meaningful projects identified by participating actuaries.

Prerequisite: MATHS 351 or 551; RMI 270 or 597; or permission of the department chairperson.

Not open to students who have credit in MATHS 458.

560 History of Mathematics. (3)

The development of mathematics from prehistory to the seventeenth century. Topics may include number concepts and numeration, algebra, geometry, trigonometry, analytic geometry, and calculus.

Prerequisite: MATHS 161 or 165.

Not open to students who have credit in MATHS 460.

562 Numerical Analysis 1. (3) Topics include error analysis, approximation and interpolation of functions, solutions of nonlinear equations, approximate differentiation and integration, and orthogonal polynomials. Includes programming of numerical algorithms.

Prerequisite: CS 120; MATHS 162 or 166.

Not open to students who have credit in MATHS 362 or CS 362.

563 Numerical Analysis 2. (3) Topics include approximate solution of linear and nonlinear systems of equations by direct and iterative methods, spline interpolation, numerical solution of ordinary and partial differential equations. Includes programming of numerical algorithms.

Prerequisite: MATHS 217; CS 362 or MATHS 362 or 562.

Not open to students who have credit in CS 363.

568 Unpaid Professional Experience in Mathematical Sciences. (1-8)

Supervised unpaid work and

learning experience as a practicing mathematician, statistician, or actuarial scientist. Practical problem-solving experience will be gained through an internship, practicum, or other such situation.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned in MATHS 568 and 569 combined.

569 Paid Professional Experience in Mathematical Sciences. (1–8)

Supervised paid work and learning experience as a practicing mathematician, statistician, or actuarial scientist. Practical problem-solving experience will be gained through an internship, practicum, or other such situation.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned in MATHS 568 and 569 combined.

571 Real Analysis 1. (3) Properties of the real numbers. Cardinality. Topological properties of metric spaces: compactness, completeness, connectedness. Continuous functions. Differential calculus of real- and vector-valued functions of one and several real variables.

Prerequisite: MATHS 217, 267.

Not open to students who have credit in MATHS 471.

572 Real Analysis 2. (3) Inverse and implicit function theorems, extremum problems. Infinite series and products. Functions of bounded variation. The Riemann-Stieltjes integral and Fundamental Theorem of Calculus. Sequences of functions. Multiple Riemann integrals.

Prerequisite: MATHS 471 or 571.

Not open to students who have credit in MATHS 472.

573 Boundary Value Problems. (3) Fourier Series and integrals, heat and wave equations in one dimension, Laplace equation in two dimensions, problems in higher dimensions, and numerical methods of solving boundary value problems.

Prerequisite: MATHS 374.

Not open to students who have credit in MATHS 473.

575 Topics in Partial Differential Equations. (3) Classical solution

techniques for linear PDEs. Topics include first- and second-order equations, method of characteristics, special functions, orthogonal polynomials, transforms, Green's functions, and fundamental solutions. A computer algebra system is utilized.

Prerequisite: MATHS 267, 374, or permission of the department chairperson.

Not open to students who have credit in MATHS 475.

601 Workshop in Mathematics Education. (1–12)

A one- or two-week workshop addressing specific topics in mathematics education.

A total of 12 hours of credit may be earned.

619 Special Studies in Algebra. (1–8)

Individual work under the direction of a staff member of the Department of Mathematical Sciences will involve assigned reading and reports and may involve class attendance in related courses.

Prerequisite: permission of the department chairperson.

MATHS 619, 649, 669, and 679, singly or in combination, may be taken for a total of no more than 8 hours of credit.

620 Mathematical Theory of Statistics

1. (4) Probability set functions, random variables, density functions, distribution functions, mathematical expectations, moment generating functions, Chebyshev's inequality, marginal and conditional distributions, some special distributions, distributions of functions of random variables, limiting distributions, sampling distributions, Central Limit Theorem.

Prerequisite: MATHS 166.

621 Mathematical Theory of Statistics

2. (4) Classical and Bayesian estimation, sufficiency, completeness, uniqueness, likelihood function, exponential families, Rao-Blackwell theorem, Rao-Cramer inequality, hypothesis testing, Neyman-Pearson lemma likelihood ratio tests, goodness-of-fit, contingency tables, nonparametric tests, distribution of quadratic forms, correlation, and regression.

Prerequisite: MATHS 620.

623 Data Analysis and Probability for Teachers. (3)

Students will select and use appropriate statistical methods to analyze data, develop, and evaluate inferences and predictions that are

based on data, and understand and apply the basic concepts of probability.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

625 Probability Theory and

Applications. (3) Basic probability theory, random variables, conditional probability and conditional expectation, Poisson process, interarrival time, and waiting time distributions.

Prerequisite: MATHS 166 or equivalent.

626 Probability and Stochastic

Processes. (3) Discrete and continuous time Markov chains, queuing theory, renewal theory.

Prerequisite: MATHS 625.

627 Applied Statistics. (4) Descriptive statistics, binomial and normal distributions, confidence intervals, tests of significance, regression and correlation, analysis of variance. Applications stressed. Some use of statistical packages will be made. No previous computer experience necessary.

628 Monte Carlo Methods. (4) The theory of Monte Carlo methods and their applications in scientific computing. Study of pseudorandom number generation, statistical tests for randomness, generation of nonuniform random variables, and variance reduction techniques. Selected applications from numerical integration, computational finance, and linear algebra. Low-discrepancy sequences and hybrid-Monte Carlo methods.

Prerequisite: MATHS 625.

631 Technology for Mathematics

Teachers. (3) Modeling, computational, and communication tools used in teaching mathematics.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

632 Assessment in Mathematics

Education. (3) Issues related to assessment in mathematics education and the relationship of assessment to curriculum and instruction. Examination of various types of assessments administered in mathematics classrooms, as well as large-scale local, national, and international assessments.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

641 Topics in Geometry. (3) A survey of topics in contemporary geometry from various perspectives, including conjecture and exploration, formal analysis, and application beyond geometry.

Prerequisite: MATHS 345 or the equivalent.

645 Topology 1. (3) Set theoretic preliminaries, the axiom of choice, Zorn's lemma and the well-ordering principle, topological spaces, continuity, separation axioms, nets and filters, connectedness, local connectedness, product and quotient topologies, metric spaces, metrization.

Prerequisite: MATHS 472 or 572.

646 Topology 2. (3) Uniform spaces, paracompactness, open coverings, compactness, compactification, local compactness, function spaces, Stone-Weierstrass theorem, complete spaces, Banach fixed-point theorem, introductory homotopy theory. Introduction to homology theory, Jordan curve theorem, Brouwer fixed-point theorem.

Prerequisite: MATHS 645.

649 Special Studies in Geometry or Topology. (1–8) Individual work under the direction of a staff member of the Department of Mathematical Sciences will involve assigned reading and reports and may involve class attendance in related courses.

MATHS 619, 649, 669, and 679, singly or in combination, may be taken for a total of no more than 8 hours of credit.

655 Topics in Actuarial Science. (4) Advanced actuarial principles in the fields of investments and asset management. Topics include capital markets, investment vehicles, derivatives-applications, principles of portfolio management, asset-liability management, design and valuation for the various actuarial models.

Prerequisite: MATHS 551.

657 Survival Models. (4) Basic functions related to survival models, common parametric models, maximum likelihood estimation for censored or truncated data, nonparametric estimation, hypothesis testing, models with covariables, exposure to risk, practical aspects of tabular survival models.

Parallel: MATHS 552.

658 Risk Theory. (4) Individual and collective risk theory. Probability of ruin.

Probability distributions of random numbers of random variables.

Prerequisite: MATHS 552.

659 Research in Actuarial Science. (3)

Research study in actuarial subjects of current interest in life, property/casualty, health, and/or pension. Literature searches on selected topics. Articles from research journals will be read and discussed. Will use actuarial skills from several courses. A paper will be required.

Prerequisite: MATHS 552.

660 Topics in the History of

Mathematics. (3) In-depth study of selected topics in the history of mathematics.

Prerequisite: MATHS 162 or 165, 460 or 560.

669 Special Studies in Applied

Mathematics. (1–8) Individual work under the direction of a staff member of the Department of Mathematical Sciences will involve assigned reading and reports and may involve class attendance in related courses.

MATHS 619, 649, 669, and 679, singly or in combination, may be taken for a total of no more than 8 hours of credit.

670 Elements of Analysis. (3) An introduction to elementary point-set topology; development of the limit concept related to sequences and functions; introduction to the development of real numbers through Cauchy sequences; applications of the limit concept in continuity, derivatives and integrals of elementary functions.

Prerequisite: MATHS 166.

671 Continuous and Discrete Mathematics for Elementary and Middle School Teachers. (3)

Fundamental concepts of calculus and discrete mathematics.

Prerequisite: MATHS 512, 542 or permission of the department chairperson.

675 Theory of Functions of Real

Variables 1. (3) The concept of measurability, simple functions, properties of measures, integration of positive as well as complex functions, sets of measure zero, Riesz representation theorem, Borel and Lebesgue measures, LP-spaces, Elementary Hilbert Space theory.

Prerequisite: MATHS 472 or 572.

676 Theory of Functions of Real

Variables 2. (3) Banach spaces, Baire's

theorem. Hahn-Banach theorem, complex measures, total variation, absolute continuity, Radon-Nikodym theorem, bounded linear functionals on LP, the Riesz representation theorem, product measures, the Fubini theorem, completion of product measures.

Prerequisite: MATHS 675.

677 Complex Variables 1. (3) Complex number systems, differentiation and integration, functions (analytic, entire, meromorphic) of one complex variable, singularities, complex integration, Cauchy's theorem, Cauchy's integral formula, power series, Laurent series, calculus of residues.

Prerequisite: MATHS 472 or 572.

678 Complex Variables 2. (3) Analytic continuation, Riemann surfaces, theorems of Weierstrass and Mittag-Leffler, solution of two-dimensional potential problem, conformal mapping, Schwartz-Christoffel transformations and their applications.

Prerequisite: MATHS 677.

679 Special Studies in Analysis. (1–8)

Individual work under the direction of a staff member of the Department of Mathematical Sciences will involve assigned reading and reports and may involve class attendance in related courses.

MATHS 619, 649, 669, and 679, singly or in combination, may be taken for a total of no more than 8 hours of credit.

680 Special Studies in the Teaching of

Mathematics. (1–6) The student will work under the direction of a staff member in the Department of Mathematical Sciences. Assigned reading and reports; possible class attendance in related courses.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

689 Research Methods in Mathematics and Statistics. (3)

The scientific method in mathematical research. Location of relevant journal articles, reference books, and reviews. Development of research and problem-solving techniques. Each student will write a mathematical paper. The instructor will assist students whose work is of exceptional quality in submitting their results for publication.

690 Curriculum and Instruction in

Mathematics Education. (3) Focuses on

the mathematics curriculum, with emphasis on current issues and trends, on teaching strategies, and standards-based teaching. Looking at mathematics curriculum from a K-12 perspective, we will work on understanding these recommendations in light of previous mathematics curriculum experiences.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

691 Developmental and Remedial Instruction at Elementary and Middle School Levels. (3) Materials and methods used in developing conceptual understanding of mathematics for all students in elementary and middle school. Includes assessment and remediation techniques.

693 Problem-Solving and Communication Strategies in Mathematics. (3) Development of problem-solving strategies and skills for teachers and their students. Oral and written communication strategies to promote problem solving and mathematical reasoning in student-centered mathematics classrooms.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

694 (698) Research Methods in Mathematics Education. (3) Research analysis and methodology in mathematics education.

Prerequisite: at least one year of teaching experience and 9 hours of graduate credit in mathematics or mathematics education.

695 Learning Theories in Mathematics Education. (3) In-depth study of learning theories; discussion of the psychology of mathematics learning (i.e., what we know about the ways in which students learn mathematics). These issues will be discussed from a "teacher's perspective," looking for classroom implications of our knowledge about children's mathematical thinking.

Prerequisite: at least one year of teaching experience or permission of the department chairperson.

696 Action Research in Mathematics Education. (3) Teachers design and conduct action research projects in their own mathematics classrooms and present their findings in oral and written reports.

Prerequisite: MATHS 698 or permission of the department chairperson.

697 Teacher Leadership in Mathematics Education. (3) Development of strategies and skills for teacher leadership in mathematics education, with a focus on models for professional development of mathematics teachers.

Prerequisite: MATHS 690, 694.

699 Seminar in Mathematics. (1-6) For students who wish to pursue some particular problem or group of problems in mathematics. Assigned readings and conferences.

A total of 6 hours of credit may be earned.

CENTER FOR MEDICAL EDUCATION

www.bsu.edu/mcme

Maria Bingham Hall 207, (765) 285-1051

Director: Douglas A. Triplett

Graduate Faculty: Jarial, Lannoo, Triplett, Walker, Webb

ANATOMY (ANAT)

601 Human Gross Anatomy. (8) A strong background in basic morphologic and functional relations. Emphasizes regional anatomy. Four two-and-one-half-hour laboratory periods weekly.

Prerequisite: admission to the medical education program.

606 Medical Neuroanatomy. (4) Normal structural and functional organization of the human central nervous system as a background for the interpretation of its dysfunction. Assumes prior knowledge of human peripheral nervous system and effector mechanisms. Two-and-one-half-hour lecture plus four hours of laboratory weekly.

Prerequisite: ANAT 601.

631 Medical Histology-Embryology. (5) Normal and abnormal developmental processes related to the differentiation of tissues and organs; microscopic study of organs and tissues as background for physiological and pathological consideration.

Prerequisite: admission to the medical education program.

BIOLOGY (BIO)

642 Medical Microbiology. (8) Microbiology for medical students with consideration of bacteria, fungi, viruses, and parasites as agents in human disease and the immunological and serological aspects of the host-parasite relationship.

Open only to medical students or by permission of the department chairperson.

653 Medical Genetics. (2) Genetics for medical students: basic genetic principles, human cytogenetics, molecular genetics, genetic epidemiology, probability, population and quantitative (multifactorial) genetics, dermatoglyphics, etiology of birth defects, inborn metabolic disorders, genetic screening and counseling, genetics of mental illness and cancer, pharmaco-genetics,

immunogenetics, and genetic engineering.

Prerequisite: open only to medical students or by permission of the department chairperson.

CHEMISTRY (CHEM)

667 Medical Biochemistry. (6) Chemistry of major cellular constituents; enzymes as the catalysts of intracellular chemical reactions with emphasis on underlying principles of physical and organic chemistry. Intermediary metabolism of carbohydrates, lipids, amino acids, and nucleotides; modern techniques employed in the study of metabolic processes; biosynthesis and degradation of intracellular components; hormonal regulation of metabolism.

Prerequisite: admission to the medical education program.

PHYSIOLOGY (PHYSL)

640 Medical Physiology. (8) Summary of human physiology for medical students. Cellular and organ-system physiology; physiological regulation. Laboratory exercises will demonstrate general principles of physiology and introduce basic techniques and instrumentation.

Prerequisite: admission to the medical education program.

645 Emergency Medicine. (2) Designed to develop an awareness of proper diagnosis and treatment during emergency medical care by professional medical personnel. Fractures; environmental emergencies; injuries to the eye, chest, abdomen; shock; and wound care.

Prerequisite: admission to the medical education program.

MODERN LANGUAGES AND CLASSICS

www.bsu.edu/languages

North Quadrangle 135, (765) 285-1361

Chairperson: Christine Shea

Graduate Faculty: L. Barnette, W. Barnette, Fritz, Gilman, Grimblatt, Guzzo, Johnson, Koehler, Luke, Magrath, Markx, Moulin, Pak, Rugsaken, Shea, Stegman, Thorington, Tomizawa, Warner, Wycislo

CLASSICAL CULTURE (CC)

598 Reading Course. (3–9) An arranged course in selected readings.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

FOREIGN LANGUAGE (FL)

590 Independent Study. (1–9) Topics to be chosen and investigated in consultation with a specific instructor.

A total of 9 hours of credit may be earned.

595 Methods and Materials for Teaching Foreign Language. (3) Current methods in foreign language teaching in the senior high school. Presentation, texts, teaching materials, CAI, and other supplementary aids. Reviews current professional literature, trends, and requirements.

Prerequisite: two years of college credit or the equivalent in a modern language and intention to pursue a teaching curriculum.

Prerequisite recommended: EDEEC 380.

596 Technology and Assessment in Foreign Language. (3) Current theory and practice of technology and assessment in the foreign language classroom. Evaluation of resources, preparation of instructional materials and instruments, articulation and integration of technology and assessment into curricula and lesson plans. Audio, video, and computer-based technologies. Assessment of oral, aural, writing, reading, and culture.

Prerequisite recommended: FL 595.

Open only to education majors or minors.

599 Research Seminar. (3) Introduction to research in foreign languages and literature. Survey, discussion, evaluation, and application of research techniques in literary study, methodology, bibliography, and practical criticism.

FRENCH (FR)

500 French Study Abroad. (3–9) Study of advanced French language, literature, and culture in a country where French is the native language. May include seminars arranged during travel.

A total of 9 hours of credit may be earned.

501 Advanced Conversation. (3–6) Advanced practice in oral French to increase fluency and authenticity through discussion and debate.

A total of 6 hours of credit may be earned in combination with FR 301.

502 Composition and Stylistics. (3–6) Advanced practice in original composition with emphasis on style and stylistics.

A total of 6 hours of credit may be earned in combination with FR 302 or 303.

503 Advanced Grammar. (3) Advanced, in-depth study of French grammar with work in French-English translation.

534 Contemporary France. (3) Present-day France and French institutions viewed in the context of French perceptions of the family, education, politics, the judicial system, the

economy, and religion. Supplementary readings in current newspapers and periodicals.

Prerequisite: FR 201, 202.

Not open to students who have credit in FR 404.

538 Business French. (3) Designed to make the advanced French student familiar with commercial forms and terminology used in business, banking, and industry.

Not open to students who have credit in FR 338.

550 Workshop in Contemporary Francophone Issues. (3–6) For inservice teachers who want to increase their proficiency in speaking and hearing the French language and their understanding of issues in present-day France and French-speaking countries.

Prerequisite: at least one year's teaching experience.

A total of 6 hours of credit may be earned.

598 Readings. (3–9) Individualized reading or research to allow students to explore special topics with a specific instructor. Designed to meet the needs of graduate students who have special projects in French.

A total of 9 hours of credit may be earned.

599 Bibliography and Readings. (3) Major works, primary and secondary sources in French language, literature, culture, and teaching.

Prerequisite: 15 hours of graduate credit in French and permission of the department chairperson.

GERMAN (GER)

500 German Study Abroad. (3–9) Study of advanced German language, literature, and culture in a country where German is spoken as a native language. May include seminars arranged during travel.

A total of 9 hours of credit may be earned.

501 Advanced Conversation. (3–6) Advanced practice in oral German to increase fluency and authenticity in the language.

A total of 6 hours of credit may be earned.

502 Composition and Stylistics. (3–6) Advanced practice in written German, with emphasis on style and stylistics.

A total of 6 hours of credit may be earned.

550 Workshop in Contemporary German Issues. (3–6) For inservice teachers who want to increase their proficiency in speaking and hearing the German language and their understanding of issues in present-day Germany and German-speaking countries.

Prerequisite: at least one year of teaching experience.

A total of 6 hours of credit may be earned.

598 Readings. (3–9) Individualized reading or research to allow students to explore special topics with a specific instructor. Designed to meet the needs of graduate students who have special projects in German.

A total of 9 hours of credit may be earned.

LATIN (LAT)

501 Didactic Poetry. (3) Selected readings from Lucretius, Vergil's *Georgics*, or Ovid's *Ars Amatoria*.

502 Advanced Prose Composition. (3–6) A detailed grammar review, analysis of Latin prose style, composition of extended passages in Latin.

A total of 6 hours of credit may be earned.

507 Cicero. (3) Selected readings from Cicero's rhetorical and philosophical works.

508 Republican Historiography. (3) Selected readings from Caesar, Sallust, Nepos.

509 Imperial Historiography. (3) Selected readings from Livy, Tacitus, Suetonius.

510 Roman Drama. (3) Selected readings from Plautus, Terence, or Seneca.

512 Lyric Poetry. (3) Selected readings from Catullus or Horace's odes and epodes.

513 Elegiac Poetry. (3) Selected readings from the elegiac poems of Tibullus, Propertius, and Ovid.

Not open to students who have credit in LAT 304.

514 Vergil: *Aeneid*. (3) Selected readings.

515 Satire. (3) Selected readings from Horace, Persius, Martial, Juvenal.

516 Silver Latin Epic. (3) Selected readings from Ovid's *Metamorphoses*, Lucan, or Statius.

Not open to students who have credit in LAT 301.

522 Silver Latin Prose. (3–6) Selected readings from Petronius, Seneca the Younger, Quintilian, Pliny the Younger, Apuleius.

A total of 6 hours of credit may be earned.

525 Workshop for Teachers. (3) For inservice teachers wishing to improve their personal proficiency and update teaching methods and techniques.

Prerequisite: at least one year of teaching experience.

598 Readings. (3–9) Individualized readings or research allows students to explore special topics with a specific instructor.

A total of 9 hours of credit may be earned.

SPANISH (SP)

500 Spanish Study Abroad. (3–9) Study of advanced Spanish language, literature, and culture in a country where Spanish is the native language. May include seminars arranged during travel.

A total of 9 hours of credit may be earned.

501 Advanced Conversation. (3–6) Advanced practice in oral Spanish to increase fluency and authenticity through activities, discussion, and debate.

A total of 6 hours of credit may be earned.

502 Composition and Stylistics. (3–6) Advanced practice in original composition with emphasis on style and stylistics.

A total of 6 hours of credit may be earned.

503 Advanced Grammar. (3) Advanced, in-depth study of Spanish grammar with emphasis on analysis and creative expression in the language.

511 Spanish Literature from the Seventeenth through the Nineteenth Century. (3) The history of Spanish literature from the latter part of the Golden Age through late Romanticism. Representative works and authors.

512 Latin American Literature through the Nineteenth Century. (3) Major works of Spanish American literature from the chronicles to modernism.

519 Twentieth-Century Spanish Literature. (3) Acquaints students with the major literary works (in all genres)

reflecting changing currents in Spanish life and thought during this century. Readings will include works of the Generation of '98, the Generation of '27, and post-Civil War works.

534 Contemporary Spain. (3) Present-day Spain and Spanish institutions viewed in the light of Spanish perceptions. Topics vary according to changing conditions and problems.

Not open to students who have credit in SP 334.

535 Contemporary Latin America. (3) Elements of present-day problems and conditions in various countries or areas of Latin America. Topics vary according to changing conditions and problems.

Not open to students who have credit in SP 335.

537 Special Language Skills. (3–9) Topics vary and will be announced. Topics may be, among others, advanced study in phonetics, composition, linguistics, Spanish-English translation, or Spanish for the professions.

A total of 9 hours of credit may be earned.

Not open to students who have credit in SP 337.

538 Business Spanish. (3) Designed to make advanced Spanish students familiar with commercial forms and terminology used in business, banking, and industry.

Not open to students who have credit in SP 338.

548 Twentieth-Century Latin American Literature. (3) Main trends in Spanish American literature (in all genres) since modernism. Includes modernism, realism, post-modernism, and recent literary trends.

550 Workshop on Contemporary Issues. (3–6) For inservice teachers wishing to improve their proficiency in contemporary Spanish usage.

Prerequisite: at least one year's teaching experience.

A total of 6 hours of credit may be earned.

598 Readings. (3–9) Individualized reading or research to allow students to explore special topics with a specific instructor. Designed to meet the needs of graduate students who have special projects in Spanish.

A total of 9 hours of credit may be earned.

599 Bibliography and Readings. (3)

Major works, primary and secondary sources in Hispanic language, literature, culture, and teaching.

Prerequisite: 15 hours of graduate credit in Spanish.

NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

www.bsu.edu/nrem

West Quadrangle 110, (765) 285-5780

Chairperson: Hugh Brown

Graduate Advisor: John Pichtel

Graduate Faculty: Brown, Chandler, Eflin, Godish, Lowe, Lyon, Pichtel, Popovicova, Sheaffer, Van Meter

PROGRAMS

Master of science (MS) in natural resources and environmental management and master of arts (MA) in natural resources and environmental management.

See the Science listing under the College of Sciences and Humanities, page 159, for the doctoral programs in science and science education.

Specializations within the program include: environmental management, environmental education and communication, international resource management, land management, occupational and industrial hygiene, park and recreation management, and sustainable development.

Admission

Applicants must meet the admission requirements of the Graduate School, take the Graduate Record Examination (GRE), complete the departmental application form, and provide letters of recommendation. Applicants whose undergraduate majors are not natural resources or closely related subjects may be required to complete undergraduate courses to acquire background knowledge. Credit for these courses does not apply to graduate degree requirements.

MASTER OF ARTS IN NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
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Required courses

NREM	608	Resch Method	3	
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	609	Seminar	3	
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RES	697	Research Ppr (1-3)	3	
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Electives include other NREM courses and relevant courses from other departments to be approved by the graduate advisor 24

33 hrs

MASTER OF SCIENCE IN NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
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NREM	608	Resch Method	3	
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	609	Seminar	3	
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THES	698	Thesis (1-6)	6	
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Electives include other NREM courses and relevant courses from other departments to be approved by the graduate advisor 21

33 hrs

Facilities and Special Programs

Facilities consist of teaching and research laboratories, lecture and discussion classrooms, a computer lab, a darkroom, a student reading room, and a seminar-conference room. All classrooms and laboratories are accessible to students with disabilities.

University-owned properties—the Hults Environmental Learning Center, Christy Woods, Ball State Wildlife Preserve, and Ginn-Nixon Woods—near the Ball State campus serve as field laboratories for teaching and research. The city of Muncie and surrounding areas offer first-hand study of environmental issues such as air, water, and soil quality, energy issues, land-use planning, and recreational management.

Research equipment includes state-of-the-art instrumentation for analysis of a variety of contaminants of air, water, and land.

Each summer the department sponsors field courses in which students travel to diverse locations for study. Past field courses have studied resource management in the American West, the Great Lakes states, the Appalachians, Central America, and Europe.

In addition to off-campus field courses, the department offers practicum opportunities with federal, state, and private agencies in various facets of resource management.

NATURAL RESOURCES AND ENVIRONMENTAL MANAGEMENT (NREM)

502 Field Study. (1–6) Off-campus field studies for students with serious interests in specific topics of study or research linked to a specific geographically defined resource base. Locales and topics vary with interest of the instructor. Group air and surface travel and basic living conditions often required. Foreign language skills sometimes helpful.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, or in combination with NREM 402.

503 Environmental Economics. (3) The application of economic principles to environmental problems. Emphasizes applying the economist's decision-making model to environmental issues and the advantages and shortcomings of the economist's analysis.

Prerequisite: ECON 201 or 509 and 3 hours of credit in natural resources, preferably NREM 101, or permission of the department chairperson.

Not open to students who have credit in ECON 311, 511, or NREM 303.

504 Sustainable Agriculture. (3) Natural resource use in agricultural systems with emphasis on principles of sustainability. Includes integrated pest management, permaculture, and other production practices that conserve soil, water, and biological resources. Field trips included.

Not open to students who have credit in NREM 304.

505 Integrated Resource Management.

(3) Systems perspective on holistic or integrated planning and management of natural resources. Stresses data analysis and its role in the decision-making process.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in NREM 405.

507 Environmental Management in Developing Countries. (3) Survey of challenges facing management of urban environments and the rural-urban interface in the developing nations of Asia, Africa, Latin America, and Pacific Oceania. Features interdisciplinary approach with frequent guest speakers to discuss existing and potential management, economic, technical, and policy solutions in their regional, cultural, and historic contexts.

Not open to students who have credit in NREM 307.

509 Sociopolitical Dimensions of Global Environmental Change. (3)

Systematic exploration of major topics of human and environmental change from local to global scales, including population, energy, agriculture, industry, technology, urbanization, water, climate, natural hazards, socioeconomic systems, land use, trade, marginalized societies, and biodiversity.

Not open to students who have credit in NREM 309.

511 Water Resources. (3) The hydrologic cycles as an integral part of the resource base, the relationship of water to other natural resources, and its economic and social importance to humans. Water conservation practices emphasizing pollution abatement. Government and private participation and responsibilities

in water conservation programs. Laboratory and fieldwork included.

Not open to students who have credit in NREM 211.

515 Principles of Water Quality

Management. (3) Water quality, water treatment, and planning as related to water quality management, including the Safe Drinking Water Act. Water uses for agriculture, industry, public supply, recreation, and the role of regulatory agencies will also be studied. Laboratory and fieldwork included.

Prerequisite: NREM 211, CHEM 111 or the equivalent, or permission of the department chairperson.

Not open to students who have credit in NREM 315.

520 Wetland Characterization. (3) Study of wetland functions and values.

Delineation of wetland boundaries according to the U. S. Army Corps of Engineers criteria (wetland hydrology, hydric soils, hydrophytic vegetation). Includes a substantial component of field work.

Prerequisite: permission of the department chairperson.

521 Soil Resources. (3) The basic properties of the soil portion of the ecosystem. Prime emphasis on the genesis and resulting chemical and physical characteristics of soils.

Prerequisite: BIO 112, CHEM 112, or the equivalent, or permission of the department chairperson.

Not open to students who have credit in NREM 221.

522 Soil Quality. (3) Chemical, physical, and biological properties of soil that affect plant production and other land uses. Emphasizes nutrient cycles in natural and cropped systems. Use and fate of pesticides. Land application of agricultural and urban wastes.

Prerequisite: NREM 221 or 521 or equivalent; CHEM 111 or equivalent or permission of the department chairperson.

Not open to students who have credit in NREM 322.

524 Soil Classification and

Interpretation. (3) Soil genesis, morphology, classification, and survey. The relationship between soils information and land use; practical application in the decision-making process. Emphasizes field study of soils and their uses.

Prerequisite: NREM 221 or 521 or the equivalent or permission of the department chairperson.

Not open to students who have credit in NREM 324.

527 Soil Conservation and

Management. (3) Principles and methods of controlling soil erosion, stressing use of basic soil concepts. Management systems and individual practices, with special emphasis on soil resource maintenance.

Prerequisite: NREM 221 or 521 or the equivalent or permission of the department chairperson.

Not open to students who have credit in NREM 327.

531 Energy and Mineral Resources:

Issues and Choices. (3) Appraisal of the problems, prospects, and societal and technical issues surrounding the use of energy and mineral resources. Emphasizes environmental problems and ecoenergetics, consideration of the natural resource base, distribution and production problems, conservation, alternative energy systems, resource policy, and research.

Not open to students who have credit in NREM 331.

535 Renewable Energy and Sustainable

Technology. (3) Exploration of alternative/renewable energy systems (wind, solar, hydro, biomass, geothermal, fuel cells). Case studies of sustainable technology emphasize topics including industrial ecology (life-cycle analysis, design for the environment, clean manufacturing, and impact assessment) and appropriate technology applications in developing countries. Problem-solving applications using various approaches.

Not open to students who have credit in NREM 335.

541 Air Quality. (3) Focuses on the contamination of the atmospheric environment. Topics include major contaminants; measurement techniques; dispersion; effects on the atmosphere, human health, vegetation, and materials; regulatory requirements and practices; control measures; noise pollution. Lab and field experiences.

Not open to students who have credit in NREM 341.

546 Indoor Environmental Quality. (3) Focuses on problems in residential and nonresidential indoor environments;

contaminants; health effects; sick buildings; diagnosis and measurement; mitigation measures. Lab and field experiences.

Not open to students who have credit in NREM 346.

547 Occupational/Industrial Hygiene.

(3) Introduces the principles of assessing and controlling exposures to workplace hazards. Topics include occupational disease; exposure to contaminant gases, dusts, radiation, noise, and biological agents; ergonomic concerns; regulatory requirements; engineering control and personal protection equipment.

Not open to students who have credit in NREM 347.

548 Asbestos and Lead Management.

(3) Principles and practices associated with conducting asbestos and lead inspections and exposure hazard assessments. Discussion of use, health effects, assessment methods, and regulatory requirements. State certifications available on successful completion. Field and hands-on experiences.

Not open to students who have credit in NREM 348.

550 Hazardous Materials Health and Safety.

(3) Introduction to the health and safety principles and practices of working on hazardous waste sites, handling hazardous materials, emergency responses to chemical spills, and confined space entry.

Not open to students who have credit in NREM 350.

553 Turfgrass Management. (3)

Maintenance of turfgrass lawns, golf courses, athletic fields, playgrounds, parks, and roadsides. Practical management recommendations including regional adaptation of grasses, soils, fertilization, general maintenance practices, diseases, and insect control. Stresses the identification of grass and weed species.

Not open to students who have credit in NREM 353.

557 International Rural Development.

(3) Analysis of rural development in Asia, Africa, and Latin America. Emphasizes the roles of population, agriculture, history, conflict, technology, international debt, multi-lateral organizations, and political and cultural traditions in development efforts. Interdisciplinary readings and case studies.

Not open to students who have credit in NREM 357.

565 Fishery Resources Management. (3)

The relationship of fisheries to other natural resources; a survey of aquatic habitats and the characteristics of fish that affect their management; basic principles, practices, and techniques of management of inland waters for fish production. Offered spring semester of even-numbered years.

Prerequisite: BIO 580; ZOOL 544, or permission of the department chairperson.

Not open to students who have credit in NREM 465.

571 Outdoor Recreation and Society.

(3) The role of outdoor recreation in modern society. Perspectives ranging from local to global. Examination of the history of growth in outdoor recreation in the United States to the present day, emphasizing issues in both public and private sectors. May require one weekend field trip in addition to regular laboratory periods.

Not open to students who have credit in NREM 371.

572 Applied Research Methods in Resource Management. (3)

Designed to train students in social science applications in natural resource and environmental management. These applications include quantitative and qualitative survey research designs, analysis of social data, and applications of survey results to political processes. Perspectives range from local to international.

Not open to students who have credit in NREM 372.

573 Outdoor Recreation Planning and Administration. (3)

Application of basic principles and procedures for the planning and administration of resource-based and activity-based recreation areas. May require one weekend field trip as well as in-class field trips.

Prerequisite: NREM 371 or 571 or permission of the department chairperson.

Not open to students who have credit in NREM 473.

577 Wilderness and Society. (3)

Defining wilderness, understanding its unique significance, and analyzing techniques of past and present management. Includes study of research in perception and use. Weekend trip to

the Deam Wilderness—Hoosier National Forest or a state forest back-country area.

Not open to students who have credit in NREM 477.

581 Site Remediation Technologies. (3) Engineering principles applied to selected environmental problems. Underground storage tank closure and removal; environmental site assessments; remediation of severely disturbed environments; site safety issues. Some environmental chemistry.

Prerequisite: NREM 221 or 521; CHEM 111, 112; or permission of the department chairperson.

Not open to students who have credit in NREM 481.

585 Principles of Wastewater Treatment. (3) Maintenance of water resources through the application of wastewater treatment with emphasis on needs, treatment methods, and effects on receiving waters and other ecosystems. Basic wastewater analysis and testing procedures will be included.

Prerequisite: NREM 211; one college course in chemistry or permission of the department chairperson.

Not open to students who have credit in NREM 385.

586 Computer Applications in Environmental Management. (3) Use of computer software applications for data analysis and management of natural and human-controlled environments. Work with word processors, spreadsheets, statistical analysis packages, presentation graphics, Web browsers/editors, and computer simulation models. Requires basic understanding of computer operation.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in NREM 286.

Open only to NREM majors.

587 Solid and Hazardous Waste Management. (3) Delineation of solid and hazardous waste management in the United States. Waste reduction, recycling, processing, and disposal methods are discussed. Technical, political, and economic aspects of waste management. Effects of improper disposal on environmental quality.

Not open to students who have credit in NREM 387.

588 Environmental Assessment and Analysis. (3) Experience with Phase I

and Phase II environmental site assessments and environmental compliance audits. Exposure to ISO 14000 and other international compliance initiatives. Review of relevant United States environmental regulations. Substantial environmental chemistry.

Prerequisite: CHEM 111, 112, 231 or equivalent; or permission of the department chairperson.

Not open to students who have credit in NREM 488.

589 Emergency Response to Biological, Chemical, and Nuclear Hazards. (3) The mode of action of biological, chemical, and nuclear agents, their toxicological effects and treatment. Emergency response to domestic incidents. Incident Command Systems. Selection and proper use of respirators and chemically-protective clothing. Decontamination principles.

592 Environmental Interpretation. (3) Develops skills and techniques necessary to the interpretation of ecological and environmental characteristics of earth systems. Emphasizes field work and creative presentation of concepts, and organization and management of interpretive programs including sites and facilities.

Prerequisite: NREM 101 or the equivalent.

Not open to students who have credit in NREM 392.

595 Teaching Environmental Education. (3) Opportunities for enriching instruction through environmental education in formal and nonformal educational settings. Studies conservation, outdoor and environmental education, including teaching techniques and instructional resources used in each.

Prerequisite: NREM 101 or 601 or permission of the department chairperson.

Not open to students who have credit in NREM 395.

608 Research Methodologies in Natural Resources and Environmental Sciences. (3) Development of concepts and skills for those preparing for graduate research in natural resources and environmental sciences. Introduction to research designs, data-gathering techniques, data analysis, and research planning. Emphasizes interpreting

published research and the drafting of a concise research proposal.

609 Seminar. (3) Presentations of graduate student research or program projects. Discussion and critical examination of resource/environmental topics. Assessment of scientific inquiry by data analysis and interpretation.

Prerequisite: NREM 608 or permission of the department chairperson.

669 Paid Professional Practice. (1–3) Supervised financially supported professional experience in natural resource management, environmental education, or environmental protection. Establishes a bridge between academic and professional experiences. Available only on a prospective basis.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned; 6 hours of credit may be earned in combination with NREM 697.

Not open to students who have credit in NREM 696.

696 Professional Practice. (1–3)

Supervised professional experience in natural resource management, environmental education, or environmental protection. Establishes a bridge between academic and professional experiences. Available only on a prospective basis.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned; 6 hours of credit may be earned in combination with NREM 697.

Not open to students who have credit in NREM 669.

697 Special Studies in Natural Resources and Environmental Sciences. (1–6) Opportunities to pursue special interests in natural resources and environmental sciences.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned in combination with NREM 669 or 696.

PHILOSOPHY AND RELIGIOUS STUDIES

www.bsu.edu/philosophy

North Quadrangle 211, (765) 285-1242

Chairperson: Juli Eflin

Graduate Faculty: Concepcion, Eflin, Foster, Fry

PHILOSOPHY (PHIL)

500 History of Ancient Philosophy. (3) Development of philosophical theories and ideas from the rise of philosophy in Greece through the medieval period. Emphasizes the theories in relation to one another, the times that produced them, and the thinkers who offered them.

Not open to students who have credit in PHIL 300.

502 History of Modern Philosophy. (3) The development of philosophical theories and ideas from the Renaissance to the nineteenth century. Emphasizes these theories in relation to one another, the times that produced them, and the thinkers who offered them.

Not open to students who have credit in PHIL 302.

503 Reading and Special Study. (3) For superior students: guided reading and investigation in topics in philosophy not covered intensively in available courses.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

510 Introduction to Theory of Knowledge. (3) A critical discussion of leading theories and problems of knowledge. The condition of knowledge and rational belief, the different kinds of knowledge, the nature of truth, and the challenge of skepticism.

Not open to students who have credit in PHIL 410.

513 Philosophy of Science. (3) Central philosophical problems in the sciences such as the nature of scientific explanation, the testing of hypotheses, and ethical issues arising from science; for example, the use of human subjects in experimentation and prolonging life.

Not open to students who have credit in PHIL 313.

RELIGIOUS STUDIES (RELST)

503 Reading and Special Study. (3) For superior students: guided investigation of topics related to religion not covered intensively in other available courses.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

PHYSICS AND ASTRONOMY

www.bsu.edu/physics

Cooper Science Complex 101, (765) 285-8860

Chairperson: David Ober

Graduate Advisor: David Ober

Graduate Faculty: Cancio, Cosby, Grosnick, Hedin, Islam, Jin, Joe, Jordan, Kaitchuck, Khatun, Ober, Robertson, Thomas, Watson, Wijesinghe

Programs

The department offers programs in professional physics that lead to the master of science (MS) degree or master of arts (MA) degree. A student may also select a program of study in physics education for prospective high school teachers of physics, which leads either to the master of arts (MA) or to the master of science (MS) degree, or the master of arts in education (MAE) in physics. The MA, MS, and MAE degree programs require a minimum of 33 hours, 6 of which may consist of courses in a minor area or electives in a related discipline. A student's curriculum must include a minimum of 24 hours of physics, applied physics, or astronomy, as approved by the department, which may include credit for successful completion of a thesis or research paper.

See the Science listing under the College of Sciences and Humanities, page 158, for the doctoral programs in science and science education.

Admission

Applicants must meet the admission requirements of the Graduate School and the Department of Physics and

Astronomy and take the Graduate Record Exam (GRE) or an equivalent test.

MASTER OF ARTS IN PHYSICS

Degree Requirements

Requires the student to write a research paper on a research project in physics or physics education. The research paper earns a total of 3 hours of credit.

PREFIX NO SHORT TITLE CR HRS

Core requirements

PHYCS 534 Thermodynamc (3)

or

675 Thermal Phys (3) 3

552 Electrom Th (3)

or

673 Electdynamics (3) 3

565 Quant Mech 3

671 Clasicl Mech 3

683 Seminar (1-4) 3

Courses in physics, applied physics, or astronomy as approved by the department 9-15

Research requirement

RES 697 Research Ppr (1-3) 3

Minors and electives as

approved by the department 0-6

33 hrs

MASTER OF SCIENCE IN PHYSICS

Degree Requirements

Requires a 6-hour thesis, which is normally a formal report on the student's research in some feature of experimental or theoretical physics or physics education.

PREFIX NO SHORT TITLE CR HRS

Core requirements

PHYCS	534	Thermodynamc (3)	
	or		
	675	Thermal Phys (3)	3
	552	Electrom Th (3)	
	or		
	673	Electdynamcs (3)	3
	565	Quant Mech	3
	671	Clasicl Mech	3
	683	Seminar (1-4)	3

Courses in physics, applied physics, or astronomy as approved by the department 6-12

Research requirement
THES 698 Thesis (1-6) 6

Minors and electives as approved by the department 0-6

33 hrs

Topics for research leading to an MS or MA degree may include applied nuclear (Radon) studies; condensed matter/nanostructure studies; observational stellar astronomy; galactic structure, and extragalactic astronomy; solar energy applications; microprocessor-based instrumentation; computer vision; radiocarbon dating; elementary particle physics (BSU/Fermi Lab); physics studies applied to policies on arms control, energy, and the environment; and physics education.

If the student chooses experimental physics as a research topic, it normally will be in one of the above areas for which laboratory and apparatus are available. However, it is possible for research to be conducted at a cooperating industrial or national research and development laboratory or educational institution. For research in both experimental and theoretical physics, remote access to the university's central computer is available; students also have access to desktop computers in the department. Students' choices of research topics must be approved by the department.

Assistantships

Normally students who are awarded graduate assistantships will need about

two years to complete work for the master's degree. Students should allow a minimum amount of time equivalent to about three semesters of thesis research for initial approval, completion, and final acceptance by the department and the Graduate School.

MASTER OF ARTS IN EDUCATION IN PHYSICS

Admission

Applicants must meet the admission requirements of the Graduate School and the Department of Physics and Astronomy and take the Graduate Record Exam (GRE) or an equivalent test.

Designed for students choosing a profession in public school teaching. Candidates must possess a valid teaching license or be in the process of securing a senior high, junior high/middle school, or secondary school teaching license.

Degree Requirements

Requires students to write research papers on research projects in physics, astronomy, physics education, or astronomy education. The research paper earns a total of 3 hours of credit.

PREFIX NO SHORT TITLE CR HRS

12-18 hours from PHYCS, APHYS, ASTRO as approved by the department 12-18

9 hours from Professional Education Core 9

0-6 hours from Minors and nondepartmental electives as approved by the department 0-6

Research requirement
RES 697 Research Ppr (1-3) 3

30 hrs

APPLIED PHYSICS (APHYS)

510 Introduction to Nanoscience and Technology. (3) Explores science and technology at the nanoscale. Studies the physical properties of nanomaterials, the tools and techniques for nanosystem fabrication and investigation; principles of mechanical, optical, electrical, and magnetic nanosystems; current state of technology in physics, chemistry, biology, engineering, and information systems; and future applications.

Prerequisite: PHYCS 260.

512 Fundamentals of Nanomaterials Growth and Device Fabrication. (4)

Introduces basic experimental techniques in: nanomaterials growth, nanodevices fabrication, and materials and devices characterization. Introductory laboratory in the field of nanoscience and technology. Intended for those interested in semiconductor technology or experimental work in general.

Prerequisite: PHYCS 260 or permission of the department chairperson.

520 Solar Thermal Systems. (3) Physics of the solar energy resource, solar collection, concentration, thermal conversion, energy storage, and the design and performance of solar thermal energy systems.

Prerequisite: PHYCS 122; MATHS 162 or 166.

Not open to students who have credit in APHY 420.

522 Photovoltaics. (3) Physics of photovoltaic systems, including basic operating principles, design and technology, and performance of individual solar cells and solar cell systems.

Prerequisite: PHYCS 260; MATHS 162 or 166.

Not open to students who have credit in APHY 422.

ASTRONOMY (ASTRO)**530 Astronomy and Astrophysics 1. (4)**

A review of mechanics, electromagnetic radiation, and atomic structure in modern observational astrophysics. Solar system astrophysics—including an introduction to celestial mechanics and astronomical coordinate and time systems—are surveyed, and astronomical instruments are discussed.

Prerequisite: ASTRO 122; PHYCS 122.
Not open to students who have credit in ASTRO 330.

532 Astronomy and Astrophysics 2. (4)

An examination of observational stellar astronomy with applications to the study of stellar structure and evolution and a review of the physics of stellar systems like star clusters, galaxies, and clusters of galaxies.

Prerequisite: ASTRO 530.
Not open to students who have credit in ASTRO 330.

580 Seminar in Modern Astronomy. (3) Seminar covering selected topics in

contemporary astronomy. Extensive use of library facilities including current journals and periodicals in astronomy. Discussions of current astronomical research.

Prerequisite: ASTRO 122 or permission of the department chairperson.

Not open to students who have credit in ASTRO 380.

582 Instruments and Techniques in Planetarium Operations. (3) Use of planetarium instruments, console, and chamber. Organization and evaluation of planetarium programs and exhibits.

Prerequisite: ASTRO 122 or permission of the department chairperson.

Not open to students who have credit in ASTRO 382.

586 Instruments and Techniques of Astronomy Workshop for Teachers. (2)

Observatory and laboratory experience in investigating the modern techniques of imaging in observational astronomy. Characteristics of telescopes, CCD cameras, film and emulsions, electronic data acquisition and processing systems. Methods of reducing raw data.

602 Observational Astronomy Workshop for Teachers. (3)

Lecture/laboratory oriented course that prepares middle and high school teachers to explain celestial events, plan observing sessions, use star charts and planetaria-type computer software. Introduces image acquisition and software to extract meaningful data.

Not open to students who have credit in PHYCS 602.

604 Physical Foundations of Astronomy Workshop for Teachers. (3)

Lecture/laboratory oriented course that introduces middle and high school teachers to basic principles of physics presented in the context of modern Astronomy and Astrophysics. Fundamentals of mechanics, celestial mechanics and their applications to space exploration as well as fundamental principles in optics and the structure of matter are discussed.

Not open to students who have credit in PHYCS 604.

606 Stellar Evolution and Black Holes Workshop for Teachers. (3)

Lecture/laboratory oriented course that introduces middle and high school teachers to the basic principles of stellar properties and stellar evolutions. Fundamental laws are reviewed in the

context of pulsars, neutron stars, and black holes. Provides practical applications through hands-on experiences in how stellar properties are determined.

Prerequisite: ASTRO 604 or PHYCS 604 or permission of the instructor.

Not open to students who have credit in PHYCS 606.

PHYSICS (PHYCS)

530 Mechanics. (3) Basic concepts of mechanics, general motion of particles in three dimensions. Simple and damped harmonic motion. Particle dynamics in noninertial frames of reference, central forces. Dynamics of systems of particles. Motion of rigid bodies in three dimensions. Dynamics of oscillation systems.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in PHYCS 330.

534 Thermodynamics. (3) Laws of thermodynamics and introduction to the kinetic theory of gases. No regularly scheduled laboratory.

Prerequisite: PHYCS 330 or permission of the department chairperson.

Not open to students who have credit in PHYCS 434.

540 Physical Optics. (3) The electromagnetic wave theory of light; spectra, interference, diffraction, polarization, and double refraction.

Prerequisite: PHYCS 122.

Not open to students who have credit in PHYCS 340.

546 Acoustics. (3) Elements of pure and applied acoustics. Topics include solutions to the wave equation, acoustic impedances, electro-mechanical-acoustic analogies, direct-radiator loudspeaker and enclosure theory, and room acoustics.

Prerequisite: PHYCS 122.

Not open to students who have credit in PHYCS 346.

550 Electricity and Magnetism. (3) Application of vector analysis to electrostatics, dipole and multipole fields, and dielectric theory, alternating currents, magnetic fields, and Maxwell's equations. No regularly scheduled laboratory.

Prerequisite: PHYCS 122; MATHS 267.

Not open to students who have credit in PHYCS 450.

552 Electromagnetic Theory. (3)

Electrostatic boundary-value problems, multipoles, dielectrics, magnetostatics, Maxwell's equation, EM waves and radiation, plasmas, relativistic kinematics and dynamics, and radiation of moving charges.

Prerequisite: PHYCS 450 or 550.

Not open to students who have credit in PHYCS 452.

554 Electronics 1. (4) Introductory DC and AC circuit theory, semiconductor components, power supplies, transistor amplification, integrated circuit operational amplifiers, active filters, oscillators, and function generators. Basic combinational logic circuits and Boolean algebra. Emphasizes application of integrated circuits.

Prerequisite: PHYCS 122 or permission of the department chairperson.

Not open to students who have credit in PHYCS 354.

556 Electronics 2. (4) Sequential logic circuits including scalars, displays, memories, shift registers, analog-to-digital and digital-to-analog conversion techniques. Microprocessor architecture and support electronics for microcomputer design. IC chips and circuits for experiment to microcomputer interfacing. Use of a microprocessor development system.

Prerequisite: PHYCS 354 or 554.

Not open to students who have credit in PHYCS 356.

560 Introductory Nuclear Techniques. (3)

Experimental studies of radioactive disintegrations and decay products and their relationship to nuclear structure. Instrumentation in radioscope measurements. Two lectures and two two-hour laboratory periods a week.

Prerequisite: PHYCS 260.

Not open to students who have credit in PHYCS 360.

561 Elementary Particles. (3)

Investigates the nature and behavior of elementary particles through the study of the symmetries and dynamics responsible for their production, reactions, and decays.

Prerequisite: PHYCS 464 or 564.

Not open to students who have credit in PHYCS 461.

563 Nuclear Physics. (3) The nucleus and nuclear interactions. Theoretical and experimental elements of radioactive decay and models of the nucleus.

Prerequisite: PHYCS 260.

Not open to students who have credit in PHYCS 463.

564 Introduction to Quantum Mechanics. (3) De Broglie's postulate, the uncertainty principle, the Schrodinger equation, the free particle, square well potentials, harmonic oscillator, the hydrogen atom, and angular momentum in quantum mechanics, and other selected wave mechanics problems. No regularly scheduled laboratory.

Prerequisite: PHYCS 260.

Not open to students who have credit in PHYCS 464.

565 Quantum Mechanics. (3) Review of barrier problems, the harmonic oscillator, and angular momentum using matrix methods. Problems involving perturbation theory, one-electron atoms, magnetic moments, spin, relativistic effects, symmetric and anti-symmetric wave functions, the helium atom, transition rates, and scattering theory.

Prerequisite: PHYCS 464 or 564.

Not open to students who have credit in PHYCS 465.

566 Solid State Physics. (3) Structure and physical properties of matter in the solid state. Electrical and magnetic properties and band theory of solids, with special emphasis on semiconductors.

Prerequisite: PHYCS 260.

Not open to students who have credit in PHYCS 466.

570 Introductory Mathematical Physics

1. (3) Application of mathematical techniques to the formulation and solution of physical problems in classical mechanics, thermodynamics, and electromagnetic theory and in quantum mechanics. Topics include computer algebra systems and applications.

Prerequisite: PHYCS 122, 260; or permission of the department chairperson.

Not open to students who have credit in PHYCS 370.

572 Introductory Mathematical Physics

2. (3) Techniques in the formulation and solution of physical problems. Computer algebra systems (e.g. Mathematica) may be introduced for the study of topics such as boundary value problems, transforms, special functions of mathematical physics,

and applications of tensor analysis in physics.

Prerequisite: PHYCS 122, 260; or permission of the department chairperson.

Not open to students who have credit in PHYCS 372.

580 Descriptive Astronomy. (3) The celestial sphere, the solar system, formation and decay of stars, instruments and basic laws of astronomy, nebulae, galactic structure, theories of the origin of the universe, and constellation and telescope work.

Not open to students who have credit in PHYCS 380.

602 Observational Astronomy Workshop for Teachers. (3)

Lecture/laboratory-oriented course that prepares middle and high school teachers to explain celestial events, plan observing sessions, and use star charts and planetaria-type computer software. Introduces image acquisition and software to extract meaningful data.

Not open to students who have credit in ASTRO 602.

604 Physical Foundations of Astronomy Workshop for Teachers. (3)

Lecture/laboratory oriented course that introduces middle and high school teachers to basic principles of physics presented in the context of modern astronomy and astrophysics. Fundamentals of mechanics, celestial mechanics, and their applications to space exploration as well as fundamental principles in optics and the structure of matter are discussed.

Not open to students who have credit in ASTRO 604.

606 Stellar Evolution and Black Holes Workshop for Teachers. (3)

Lecture/laboratory-oriented course that introduces middle and high school teachers to the basic principles of stellar properties and stellar evolutions. Fundamental laws are reviewed in the context of pulsars, neutron stars, and black holes. Provides practical applications through hands-on experiences in how stellar properties are determined.

Prerequisite: ASTRO 604 or PHYCS 604 or permission of the instructor.

Not open to students who have credit in ASTRO 606.

641 Laser and Holography Workshop for Teachers. (2) The field of lasers and holography for junior high and

high school science teachers. Basic geometrical optics, physical optics, and atomic theory phenomena in relation to laser operation and hologram making. Laboratory-oriented with considerable emphasis on laser safety and the use of lasers for demonstrating optical phenomena in the classroom.

Prerequisite: PHYCS 112 or 122 or permission of the department chairperson.

Not open to students who have credit in PHYCS 340, 540.

657 Introductory Integrated Circuit Analog Electronics Workshop for Teachers. (2) Laboratory-oriented course that acquaints teachers who do not have a strong electronics background with the uses of modern integrated circuitry. Emphasizes the construction and use of circuits that can be presented in the classroom. Introduces analog electronics topics.

Prerequisite: PHYCS 112 or 122 or permission of the department chairperson.

Not open to students who have credit in PHYCS 354, 356, 554, 556.

658 Introductory Integrated Circuit Digital Electronics Workshop for Teachers. (2) Laboratory-oriented course that acquaints teachers who do not have a strong electronics background with the uses of modern integrated circuitry. Emphasizes the construction and use of circuits that can be presented in the classroom. Introduces digital and micro-processor electronics topics.

Prerequisite: PHYCS 112 or 122 or permission of the department chairperson.

Not open to students who have credit in PHYCS 354, 356, 554, 556.

659 Application of Nuclear Techniques Workshop for Teachers. (2) Applications of nuclear techniques in research, medicine, the environment, energy production, and industry. Designed for junior high and high school science teachers. Laboratory oriented. Uses radiation detection devices and radiation safety procedures.

Prerequisite: PHYCS 112 or 122 or permission of the department chairperson.

Not open to students who have credit in PHYCS 360 or 560.

669 Work and Learning Experience in Physics. (1–3) Paid work and learning

experiences in applied or theoretical physics in an institutional, industrial, or university research or development setting.

Prerequisite: approval of a proposed program by the department chairperson.

A total of 3 hours of credit may be earned.

No more than 3 hours in combination with PHYCS 369 may be used as approved electives toward a departmental major.

671 Classical Mechanics. (3) Classical Hamiltonian mechanics as applied to particles and rigid body motion.

Prerequisite: PHYCS 330 or permission of the department chairperson.

673 Electrodynamics. (3) Relativistic particle dynamics and relativistic field theory.

Prerequisite: PHYCS 565 or permission of the department chairperson.

675 Thermal Physics. (3) Thermal physics, kinetic theory, and statistical mechanics.

Prerequisite: PHYCS 434 or 534 or permission of the department chairperson.

677 Quantum Theory of Solids. (3) The quantum mechanical theory of the structure, cohesion, and static and dynamic processes in solids, particularly crystalline solids but with some reference to amorphous solids.

Prerequisite: PHYCS 565 or permission of the department chairperson.

681 Resources and Methodology of Physics Research. (3) Periodical resource material in physics, methodology of literature research. This course may be used to satisfy requirements of the graduate research methodology plan for a master's degree.

Prerequisite: permission of the department chairperson.

683 Seminar in Physics. (1–4) Critical examination and discussion of recent experimental and theoretical developments in physics. Participation in and contribution of a presentation at departmental physics colloquia are expected.

A total of 4 hours of credit may be earned.

685 Special Studies in Physics. (1–8) Special activities in physics involving one or more of the following: experimental work, study of advanced

topics in physics, and attendance in prescribed classes.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned.

691 Advanced General Science. (3)

Further study of the principles of physics, chemistry, meteorology, geology, and astronomy that were introduced in the prerequisite: PHYCS 101.

693 Theories of Physics for Secondary Physics Teachers. (3)

Classical mechanics, relativity, electricity, quantum mechanics, and statistical mechanics used to enable students to use new developments and recent scientific advances. Designed primarily for teachers and workers in the field who need to update their general

knowledge of physics. No regularly scheduled laboratory.

Prerequisite: 8 hours of credit in college physics.

696 Modern Developments in Physics Teaching. (1–3)

Recent developments in secondary physics curricula, multimedia teaching methods, national and local trends in physics teaching, laboratory work, textbooks, tests.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

Not open to students who have credit in PHYCS 396.

790 Internship in Science Education. (3)

Supervised experience in instruction of physics or science education courses.

PHYSIOLOGY AND HEALTH SCIENCE

www.bsu.edu/physiology

Cooper Science Complex 325, (765) 285-5961

Chairperson: Diana Godish

Graduate Advisors: Martin Wood, health science; Marianna Zamlauski-Tucker, physiology

Graduate Faculty: Amschler, Bishop, Bock, Brey, Clark, Ganion, Godish, Hahn, Javed, Kelly-Worden, Kotecki, Marini, McKenzie, Pinger, Wood, Zamlauski-Tucker

The Department of Physiology and Health Science offers graduate programs leading to either the master of arts or the master of science degree in health science or in physiology. Both physiology and health science may be used as academic cognate areas for students pursuing doctoral or specialist in education programs in related disciplines.

Although each graduate program has specific requirements, there is flexibility to meet individual student's interests and needs. For example, a student who wants to earn a master of science degree in either physiology or health science will be required to complete a thesis. Graduate students who wish to professionalize their Indiana teaching licenses in health and safety will complete appropriate course work in the master of arts or master of science degree program in health science.

PROGRAMS

Master of arts (MA) and master of science (MS) in health science or in physiology.

See the Science listing under the College of Sciences and Humanities, page 158, for the doctoral programs in science and science education.

Master's Programs in Health Science

Admission

Applicant must meet the admission requirements of the Graduate School and must have a bachelor's degree from an accredited college or university with at least a academic minor in health education, health and safety education, health science, or an equivalent subject. A student applying for a graduate teaching assistantship must have a grade point average of at least 3.0 on a scale of 4.0.

MASTER OF ARTS IN HEALTH SCIENCE

This degree is designed for students seeking a comprehensive background in educational planning (including program development, implementation, and evaluation) relating to health promotion and disease prevention activities in community health agencies, wellness centers, health-care facilities, and business and industrial settings. Special course work in advanced health and safety methodology is offered for students seeking professionalization of their secondary teaching licenses in health and safety.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Core requirements

HSC	670	Rsearch Tech	3
	671	Research Sem	2
	687	Qtn Meth Hsc (3)	
	or		
EDPSY	641	Statist Meth (3)	3
RES	697	Research Ppr (1-3)	
	or		
HSC	697	Spec Studies (1-3)	3
Electives			5-7

Complete one of the following tracks:

Community health education, 14 hours

HSC	585	Co HI Mthds	4
	683	Epidemiology	3
	686	Prg Pln Eval	4
	669	Pd HSC Pract (3)	

	or		
	675	Internship (3)	3
School health education, 14 hours			
HSC	595	Mth Mtrl H E	4
	563	CSHP Org Is	4

6 hours from

HSC	550	El S Hlth Pg (3)	
	562	HI Pro Wkste (3)	
	564	H Ed Clinic (3)	
	565	Alcohol Prob (3)	
	567	Drug Depn Ab (3)	
	568	Con Hlth Iss (3)	
	569	Health Aging (3)	
	571	Death Dying (3)	
	572	Women Health (3)	
	581	Stress Mang (3)	
	582	Environ Hlth (3)	
	589	Pub Hlth Ent (3)	

Category II or III education courses (3)

6

30 hrs

MASTER OF SCIENCE IN HEALTH SCIENCE

The purpose, general nature, and admission standards of this degree program are similar to those of the MA curriculum with a major in health science. However, students are expected to demonstrate a higher level of research skills in this program by completing a thesis (THES 698).

PREFIX NO SHORT TITLE CR HRS

Core requirements

HSC	670	Research Tech	3
	671	Research Sem	2
	687	Qtn Meth HSC (3)	
	or		
EDPSY	641	Statist Meth (3)	3
THES	698	Thesis (1-6)	6
Electives			2-4

Complete one of the following tracks:

Community health education, 14 hours

HSC	585	Co HI Mthds	4
	683	Epidemiology	3
	686	Prg Pln Eval	4
	669	Pd HSC Pract (3)	
	or		
	675	Internship (3)	3

School health education, 14 hours

HSC	595	Mth Mtrl H E	4
	563	CSHP Org Is	4
6 hours from			
HSC	550	El S Hlth Pg (3)	
	562	HI Pro Wkste (3)	

564	H Ed Clinic (3)
565	Alcohol Prob (3)
567	Drug Depn Ab (3)
568	Con Hlth Iss (3)
569	Health Aging (3)
571	Death Dying (3)
572	Women Health (3)
581	Stress Mang (3)
582	Environ Hlth (3)
589	Pub Hlth Ent (3)

Category II or III education courses (3)	6
	30 hrs

MASTER'S PROGRAMS IN PHYSIOLOGY

These programs are designed for students seeking in-depth coverage of physiological principles pertaining to the human organism, endocrinology, renal function, cardiovascular dynamics, and pathophysiology.

Admission

Applicant must meet the admission requirements of the Graduate School and must also have a bachelor's degree from an accredited college or university with an academic major or minor in biology, the life sciences, or equivalent science fields. For students applying for graduate teaching assistantships, a grade point average of at least 3.0 on a scale of 4.0 is required.

MASTER OF ARTS IN PHYSIOLOGY

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
PHYSL	585	Resrch Tech	3
CHEM	563	Prn Biochm 1	3
	564	Prn Biochm 2	3
3 hours from			
PHYSL	511	Endocrinolgy (3)	
	513	Renal Physl (3)	3
3 hours from			
PHYSL	514	Cardiovsculr (3)	
	520	Neuroscience (3)	3
3-4 hours from			
ANAT	520	Hum Embryolg (3)	
	530	Histology (4)	3-4
PHYSL or ANAT electives (excluding MED PHYSL 640) (at least 3 credit hours must be in physiology)			
			9
General electives			
			3
			30-31 hrs

MASTER OF SCIENCE IN PHYSIOLOGY

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
PHYSL	585	Resrch Tech	3
CHEM	563	Prn Biochm 1	3
	564	Prn Biochm 2	3
THES	698	Thesis (1-6)	6
3 hours from			
PHYSL	511	Endocrinolgy (3)	
	513	Renal Physl (3)	3
3 hours from			
PHYSL	514	Cardiovsculr (3)	
	520	Neuroscience (3)	3
3-4 hours from			
ANAT	520	Hum Embryolg (3)	
	530	Histology (4)	3-4
PHYSL or ANAT electives (excluding MED PHYSL 640)			
			3
General electives			
			3
			30-31 hrs

COGNATE AREAS FOR DOCTORAL DEGREE PROGRAMS

Health Science Cognate

This 15-hour or 24-hour concentration of courses in health science and related academic disciplines is offered to qualified doctoral students who want a high level of competency in advanced content and program planning, implementation, and evaluation pertaining to health promotion and disease prevention.

Physiology Cognate

This 15-hour or 24-hour concentration of course work in physiology, anatomy, and related science disciplines is offered to qualified doctoral students who want advanced courses in body function and structure.

ANATOMY (ANAT)

505 Human Neuroanatomy. (3) A strong background in the basic structural and functional relations of the central nervous system. Emphasizes the location of nerve-cell centers and the fiber tracts entering and leaving these centers. Two two-hour laboratory periods weekly.

Prerequisite: ANAT 201 or ZOOL 330.

Prerequisite recommended: ANAT 320 or 520 and ANAT 430 or 530.

Not open to students who have credit in ANAT 405.

520 Human Embryology. (3) Normal development of the human organism including germ cell formation, fertilization, implantation, and organ formation. Embryonic environment, physiology, and abnormal development.
Prerequisite: BIO 111 and 112 or ANAT 201.

Not open to students who have credit in ANAT 320.

530 Histology. (4) Microscopic structure of organisms with special emphasis on the tissue of vertebrates. Introductory micro-techniques. Three lectures and one laboratory period weekly.

Prerequisite: four courses in biological science.

Prerequisite recommended: BIO 460; ZOOL 330.

Not open to students who have credit in ANAT 430.

601 Human Gross Anatomy. (8) A strong background in basic morphologic and functional relations. Emphasizes regional anatomy. Four two-and-one-half hour laboratory periods weekly.

Prerequisite: admission to the medical education program.

606 Medical Neuroanatomy. (4) Normal structural and functional organization of the human central nervous system as a background for the interpretation of its dysfunction. Assumes previous knowledge of human peripheral nervous system and effector mechanisms. Two-and-one-half hour lecture plus four hours of laboratory weekly.

Prerequisite: ANAT 601.

631 Medical Histology-Embryology. (5) Normal and abnormal developmental processes related to the differentiation of tissues and organs; microscopic study of organs and tissues as background for physiological and pathological consideration.

Prerequisite: admission to the medical education program.

690 Special Studies in Anatomy. (1-3) Problems of special interest in anatomy or in anatomy teaching. Individual work under the direction of a staff member may involve one or more of the following: experimental work, attendance in undergraduate classes, wide reading, and development of special techniques or skills in scientific investigation.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

HEALTH SCIENCE (HSC)

550 Elementary School Health Programs. (3) School's role in promoting health and preventing disease among preschool and elementary school children. Focus on the school health program (instruction, services, and environment), community resources, and health problems common to school children. No regularly scheduled laboratory.

Prerequisite: HSC 160.

Not open to students who have credit in HSC 350.

562 Health Promotion in the Worksite. (3) Explores the major components of planning, implementing, and evaluation of health promotion programs at the worksite.

Not open to students who have credit in HSC 462.

563 Coordinated School Health Programs: Organization and Issues. (4) Addresses the processes and issues associated with the planning, implementing, evaluating, and organizing of a coordinated school health program in accordance with national and state guidelines.

Prerequisite: HSC 261 or 467 or 471 or permission of the department chairperson.

Not open to students who have credit in HSC 363.

564 Health Education in the Clinical Setting. (3) Theories of client education and application of the educational process to individuals and groups in a variety of health-care settings. Emphasizes the multidisciplinary team concept in planning, implementing, and evaluating client education. Application of knowledge of growth and development in meeting learning needs of clients from a variety of ages and intellectual levels.

Not open to students who have credit in HSC 464.

565 Alcohol Problems. (3) Alcohol as a mood modifier and its use, nonuse, and abuse in drinking societies. Critical and controversial issues relevant to alcohol ingestion will be explored for medical, economic, legal, educational, historical, physiological, and public health implications.

Not open to students who have credit in HSC 465.

567 Drug Dependence and Abuse. (3) The medical, psychological, sociological, and legal dimensions of drug use in the United States. Examines the incidence and prevalence of drug abuse along with the roles played by the school and community in dealing with this health problem.

Not open to students who have credit in HSC 467.

568 Consumer Health Issues. (3) Health services and consumer protection organizations. Analysis of fraudulent health practices and nostrums, available health care systems, and health products.

Not open to students who have credit in HSC 468.

569 Health and Aging. (3) Dynamics of later life and the aging process with specific emphasis on health. The physiological and behavioral dimensions of the aging process.

Not open to students who have credit in HSC 469.

571 Death and Dying. (3) The relationship between death and health with emphasis on physiological, psychological, legal, and medical aspects of death in contemporary America. Roles of individual, family, school, community, and various professionals. Problems in meaning of death, care of the dying, death education, and attitudes toward death.

Prerequisite: HSC 160 or permission of the department chairperson.

572 Women and Health. (3) General overview of issues related to women and health: health needs of working women, special nutritional concerns, the gynecological exam, reproductive anatomy and physiology, fertility and infertility, breast problems, wife abuse, and rape.

Not open to students who have credit in HSC 472.

581 Stress Management. (3) Aids in understanding the physiological, psychological, and sociological aspects of stress. Students will increase their awareness of the effects of stress, identify personal stress triggers, and develop strategies to minimizing stress throughout their daily lives.

Not open to students who have credit in HSC 481.

582 Environmental Health. (3) Physical environment and its relationship to disease causation. Review of environmental health problems and their solutions. Areas of study include air and water pollution, food sanitation, disposal of human excreta and waste, radiation and occupational health problems, and risk.

585 Community Health Methods. (4) Provides the skills necessary to become effective community health educators including policy development, advocacy, coalition building, grant writing, cultural competency, fund raising, and community health assessment.

Not open to students who have credit in HSC 385.

589 Public Health Entomology. (3) A survey of diseases caused or transmitted by insects and other arthropods. Emphasizes the recognition of medically important arthropods and their biology and control. A weekly three-hour laboratory provides an opportunity to collect and study live and preserved arthropod specimens.

Not open to students who have credit in HSC 389.

595 (510) Methods, Materials, and Curriculum for Teaching Health Education. (4) Application of the roles of the health teacher in a school setting. Functions considered include needs assessment, program planning, direct instruction and evaluation, and curriculum development.

Prerequisite: EDSEC 150, 380; identification to pursue a teaching curriculum.

598 Workshop in Health Science. (1–6) Critical contemporary issues in health science. May include consultants, guest lecturers, field trips, and group activities.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

669 Paid Health Science Practicum. (3–6) A paid work and learning experience in an approved health agency, facility, educational institution, professional organization, or private business for a time commensurate with the hours of credit to be earned. Assignments depend upon students' interests and the resources of participating organizations.

Prerequisite: permission of the department coordinator of practicums and internships.

A total of 6 hours of credit may be earned.

670 Health Science Research

Techniques. (3) An introduction to the study and practical application of research design as it applies to the health sciences. Emphasizes the necessary skills and competencies required to develop an acceptable research proposal.

671 Research Seminar. (2) Review, analysis, and discussion of the literature related to selected topics of current interest in health science. Includes public presentation of research proposal.

Prerequisite: HSC 670.

Open only to students enrolled in health science master's degree programs.

675 Internship in Health Science. (3–6)

Assignment to an approved health agency or educational institution for a period of time commensurate with the hours of credit to be earned. The student will make periodic and final reports to an academic advisor and to the administrator of the participating agency.

Prerequisite: permission of the department coordinator of practicums and internships.

A total of 6 hours of credit may be earned.

683 Epidemiology. (3) Introduction to principles and methods of epidemiology, including appropriate uses of descriptive, analytical, and experimental approaches to the study of classic epidemics and contemporary health problems.

Prerequisite: HSC 180, 385 or 585, and 687.

686 Health Promotion Program Planning and Evaluation. (4) Advanced study of program development, implementation, and evaluation. Includes an in-depth examination of the theories, models, and techniques/methods associated with these processes.

687 Application of Quantitative Methods in Health Science. (3)

Advanced study of the application of quantitative methods in health promotion. Uses various approaches to

identify, evaluate, compare, and report data used to describe health-promotion programs. One two-hour laboratory period weekly emphasizes data manipulation using a microcomputer.

695 Seminar in Health Science. (3–9)

Selected literature on current scientific research. Extensive reading in scientific journals. Seminar members report at stated intervals on assigned problems in health science or health science teaching.

Prerequisite: HSC 670; permission of the instructor.

A total of 9 hours of credit may be earned.

697 Special Studies in Health Science. (1–3)

Problems of special interest in health science or in health science teaching. Individual work under the direction of a staff member may involve one or more of the following: experimental work, attendance in undergraduate classes, wide reading, and development of special techniques or skills in scientific investigation.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

PHYSIOLOGY (PHYSL)

511 Endocrinology. (3) Endocrine functions in humans and mammals with special emphasis on mechanisms. Normal hormone regulation and pathophysiological principles. Laboratory experience with small-mammal surgery and endocrine testing. One three-hour laboratory period weekly.

Prerequisite: ANAT 201; PHYSL 210, 211; one year of general chemistry.

513 Renal Physiology. (3) Detailed study of the urinary system and excretory functions. Emphasizes human physiology but includes comparative vertebrate systems. Laboratory study includes gross, microscopic anatomy, and small mammal surgery. One three-hour laboratory a week.

Prerequisite: one course each in inorganic chemistry, anatomy, and physiology.

Not open to students who have credit in PHYSL 413.

514 Cardiovascular Physiology. (3) A study of the dynamics of the human cardiovascular system, stressing

applications of basic physical principles and the operation of physiological regulatory systems. Includes seminar-style discussion of recent literature.

Prerequisite: one course in physiology.
Not open to students who have credit in PHYSL 414.

515 Physiology of Aging. (3) Study of how physiological systems change with age and the mechanisms that are thought to cause these changes. Disorders and diseases of aging will be covered.

Prerequisite: one course each in inorganic chemistry and physiology.

516 Human Toxicology. (3) Chemical, physical, zoological, and botanical toxicoses in human health. The implications and methodology of dealing with hazardous substances and poisons.

Prerequisite: CHEM 101 or 111, 112; one year of biology or physiology or combination of both; or permission of the instructor.

Not open to students who have credit in PHYSL 416.

520 Neuroscience. (3) Introductory study of the organization and function of the nervous system. Emphasizes integration of the structure and function of the nervous system.

Prerequisite: one year of chemistry and one year of biology or physiology.

535 Pathophysiology. (3) The physiological pathology of selected disease processes and dysfunctions. The pathogenesis of certain derangements with broad applicability. Underlying chemical, biological, and physical mechanisms. Laboratory experience will include demonstrations, visitations, and specimen study. One three-hour laboratory period weekly.

Prerequisite: one course each in anatomy, physiology, and chemistry.

Not open to students who have credit in PHYSL 435.

585 Research Techniques in Physiology. (3) Introduction to experimental design, laboratory techniques, and data analysis and interpretation in

anatomy and physiology. Laboratory will include methods employing animal preparations, modern cellular/molecular techniques, and general histological procedures. Introduction to computer data acquisition and analysis.

Prerequisite: one course in physiology or permission of the instructor; CHEM 563 recommended.

640 Medical Physiology. (8) Summary of human physiology for medical students. Cellular and organ-system physiology; physiological regulation. Laboratory exercises will demonstrate general principles of physiology and introduce basic techniques and instrumentation.

Prerequisite: admission to the medical education program.

645 Emergency Medicine. (2) Designed to develop an awareness of proper diagnosis and treatment during emergency medical care by professional medical personnel. Fractures; environmental emergencies; injuries to the eye, chest, and abdomen; shock; and wound care.

Prerequisite: admission to the medical education program.

690 Special Studies in Physiology. (1–3) Problems of special interest in physiology or in physiology teaching. Individual work under the direction of a staff member may involve one or more of the following: experimental work, attendance in undergraduate classes, wide reading, and development of special techniques or skills in scientific investigation.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

SCIENCE (SCI)

501 Electron and Confocal Microscopy.

(3) Introduction to the techniques and theory of electron and confocal microscopy. Emphasizes basic procedures employed in specimen preparation, production of micrographs and operation of the transmission, scanning, and confocal microscopes.

POLITICAL SCIENCE

www.bsu.edu/poli-sci

North Quadrangle 240, (765) 285-8780

Chairperson: Joseph A. Losco

Graduate Advisor in Political Science: Roger Hollands

Graduate Advisor in Public Administration: Roger Hollands

Graduate Faculty: Baker, Chang, Crawley, Frankland, Friedman, Hollands, Losco, Meyer, Morris, Neeley, Nishikawa, Reagan, Rouse, Scheele, Vasicko

PROGRAMS

Master of arts (MA) in political science, master of public administration (MPA), and master of public administration (MPA) with a criminal justice and criminology concentration.

Admission

Applicants for the master of arts (MA) and master of public administration (MPA) programs must meet the admission requirements of the Graduate School, submit Graduate Record Examination (GRE) scores, and be accepted by the Department of Political Science. Students seeking admission to the MPA program with a concentration in criminal justice and criminology must also be accepted by the Department of Criminal Justice and Criminology. Applicants whose undergraduate majors are not political science or closely related subjects may be required to complete undergraduate courses to acquire background knowledge. Credit for these courses does not apply to degree requirements.

MASTER OF ARTS IN POLITICAL SCIENCE

This degree gives students opportunities to broaden and strengthen their understanding of political science. The master of arts in political science prepares students for a variety of goals. Some students may wish to pursue doctoral work at another university after earning the MA degree at Ball State University. Some may wish to enter law school; others may seek governmental employment; still others will go into

business or professional organizations that require a knowledge of governmental processes. The MA degree program is flexible enough to prepare students for such a range of possibilities.

Degree Requirement

Requires a minimum of 30 hours, at least 15 of which must be earned in political science courses at the 600 level. The 600 level courses must include POLS 625 Research Methods in Political Science and at least three additional 600 level courses in at least two subfields of the discipline chosen by the student in conjunction with her/his advisor. Subfields include American politics, comparative politics/international relations, and public policy/administration. The university research and writing requirement can be met in one of four ways: a thesis for 6 hours of credit, a research paper for 3 hours of credit, a creative project for either 3 or 6 hours of credit, or satisfactory completion of POLS 626 Research Seminar.

MASTER OF PUBLIC ADMINISTRATION (MPA)

This degree provides graduate professional education to students who wish to prepare for administrative or research careers in public management at the federal, state, or local government level with nonprofit organizations or private sector corporations extensively involved with government.

The flexibility of the program allows students to tailor an interdisciplinary curriculum to their needs, objectives, and goals. A full-time student can

complete the MPA program (including internship) in four semesters or two academic years. An inservice student with a strong background may be able to complete the program with a minimum of one calendar year of course work. The requirements of the program ensure that each student will have a theoretical understanding and practical awareness of public policy and of the principles of management and administration in the public sector. The program blends the study of politics and administration with the techniques of modern management.

To accommodate practitioners and others who have daytime commitments, evening and Saturday morning classes are offered as well as weekday classes. Many opportunities exist for student participation in workshops and experiential learning settings where students and public administrators can interact.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

MPA with administrative concentration
 POLS 625 Research Mth 3

15 hours from

POLS 642	Public Policy (3)	
648	Policy Analys (3)	
650	Pub Administ (3)	
651	Adm Org Mgt (3)	
652	Personnl Adm (3)	
653	Pub Fin Adm (3)	15

Electives in public administration related courses	9-12
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Research requirement

POLS 626	Rsrch Semnar (3-6)	
or		
RES 697	Research Ppr (1-3)	
or		
THES 698	Thesis (1-6)	3-6

Minor area of study and/or
 electives in related
 complementary area

6-9

36-45 hrs

MPA with criminal justice and
 criminology (CJC) concentration
 Core area of study

POLS 625 Research Mth 3

15 hours from

POLS 633	Amer Jud Sys (3)	
642	Public Policy (3)	
648	Policy Analys (3)	
650	Pub Administ (3)	
651	Adm Org Mgt (3)	
652	Personnl Adm (3)	
653	Pub Fin Adm (3)	15

CJC concentration

CJC 650	Crim Jus Adm	3
651	Intp Rel CJC	3
652	Phil Asp CJC	3
690	Indpen Study	3
Electives in related area		3-6

Research requirement

POLS 626 Rsrch Semnar (3)

or

RES 697 Research Ppr (1-3)

or

THES 698 Thesis (1-6) 3-6

36-42 hrs

In addition, for both the MPA and the MPA with CJC concentrations, each student is required to have a basic understanding of and ability to deal with introductory accounting. This may be fulfilled by a previous undergraduate accounting course or completion of ACC 501 or the equivalent. The student's plan of study, including electives, will be selected in consultation with the program advisor. Each student's background will be evaluated individually, and recommendations on program content will be made according to the student's educational and job experiences and career plans. Students without appropriate professional experience will be required to complete for credit (6 hours) a full-time internship.

Interdisciplinary Emphasis

Courses in a number of other departments may be taken as electives to broaden and strengthen the student's training. Selection of such courses must be made in consultation with the major advisor. Students may complete part of their MPA elective courses in such departments as accounting, criminal justice and criminology, economics, journalism, educational leadership, management science, marketing, natural resources and environmental management, physiology and health science, and sociology.

POLITICAL SCIENCE (POLS)

503 Issues in Political Science. (3)

Survey and investigation of a particular topic, problem, or issue in political science with emphasis on subfields, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

Not open to students who have credit in POLS 403.

505 Reading and Special Study. (3–6)

For students whose special aptitudes and interests qualify them to study semi-independently. Topics to be chosen and investigated in consultation with the department chairperson and a professor possessing special competence in the topic involved.

Prerequisite: basic courses in the topic selected for special study.

A total of 6 hours of credit may be earned.

507 Workshop in Political Science. (2–6)

Intensive study of selected problems in political science.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

511 American Political Thought. (3)

American political thought from the colonial period to the present. Puritanism, nature of rights, constitutionalism and federalism, nature of the Union, democracy, liberalism, conservatism, individualism and collectivism, welfare state, isolationism and internationalism, and national security and freedom.

Not open to students who have credit in POLS 411.

512 Early Western Political Thought. (3)

Analysis of political thought of the early Mediterranean and medieval worlds that became the foundation of modern political theories and systems of the West. Emphasizes writings by Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, and Machiavelli.

Not open to students who have credit in POLS 312.

513 Modern Western Political Thought. (3)

Analysis of selected writings of leading political theorists from the Age of Reformation to the present.

Not open to students who have credit in POLS 313.

527 Voter Polling Techniques. (3)

Methods by which information is acquired on the voting behavior and attitudes of the electorate. Emphasizes producing a working knowledge of polling techniques. Sampling, interviewing, and questionnaire construction.

Not open to students who have credit in POLS 327.

531 Legislation. (3) Legislative bodies and law-making; organization of

legislative bodies, operation of the committee system, relations with interest groups, executive branches, bill drafting, legislative aids, controls over legislation, and movement for reform.

Prerequisite: POLS 130 or the equivalent.

Not open to students who have credit in POLS 431.

534 State Legislatures. (3) Legislative systems in American state government.

External influences (constituencies, political parties, interest groups), internal influences (organizational structure, staff, norms, decision making), issues confronting state legislatures, and reform proposals.

Prerequisite: POLS 130, 237.

535 Intergovernmental Relations. (3)

Analysis of relationships among national, state, and local governments. Consideration of constitutional and legal bases, and the nature of such phenomena as grants-in-aid, tax immunity, education, and interstate compacts.

Prerequisite: POLS 130, 237.

Not open to students who have credit in POLS 435.

537 Government and Politics in Indiana. (3)

Survey of Indiana's political culture and tradition as compared to other states. Critical examination of Indiana's contemporary political processes and governmental policies.

Not open to students who have credit in POLS 437.

538 Metropolitan Problems. (3)

Cities and metropolitan communities; the nature, characteristics, functions, governmental structure, intergovernmental relations, social makeup and problems, economic base, decision-making structure, and other related topics; the present and future roles of planning and citizen participation in the entire community.

Prerequisite: POLS 238.

Not open to students who have credit in POLS 438.

540 Introduction to Law and Enforcement. (3)

The development of law and contemporary law enforcement in the United States with special attention to various components of law enforcement systems, their interrelationships, purposes, and needs.

Prerequisite: POLS 130, 237.

Not open to students who have credit in POLS 340.

543 American Constitutional Law. (3)

The Constitution of the United States, its development and interpretations through principal statutes and judicial decisions. Congressional policies embodied in socioeconomic legislation and doctrines developed by the Supreme Court.

Prerequisite: POLS 130.

Not open to students who have credit in POLS 443.

544 Constitutional Liberties. (3)

Relations between the individual and government as revealed through cases in constitutional law. Cases involving the Bill of Rights and the Fourteenth Amendment.

Prerequisite: POLS 130.

Not open to students who have credit in POLS 444.

545 National Defense Policy. (3) An international survey of military capacity and function as background for analysis of the national defense policy of the United States. Emphasizes American strategic interests and problems of weapons, technology, nuclear control, and disarmament.

Prerequisite: POLS 130.

Not open to students who have credit in POLS 345.

547 Environmental Law and Policy. (3)

The legal system's response to conflicting demands upon environmental resources. Composition of environmental problems, control issues, policy formulation, and legal remedies.

Not open to students who have credit in POLS 347.

549 Land-Use Regulation. (3) The legislative and constitutional components of the regulation of land use at various levels of government, including zoning, subdivision regulations, urban renewal, codes, enforcement, eminent domain, conservation, reclamation, interstate compacts, and metropolitan and regional agencies.

Not open to students who have credit in POLS 449.

554 Politics and Administration of Local Government Budgets. (3) Local government budgeting with emphasis on political and administrative issues in budget preparation and accountability. Revenue development from tax and nontax sources, capital expenditure programming, financing pensions,

contracting for services, cost/benefit analysis, and federal and state grant mechanisms.

Not open to students who have credit in POLS 454.

555 Administrative Law. (3) Legal and political study of independent regulatory agencies; their powers, functions, and roles as determined by an analysis of relevant cases in which basic principles are identified and synthesized with other elements of public law.

Not open to students who have credit in POLS 455.

561 Community Planning and Its Administration. (3)

Planning and development of improved land use and service activities of cities and predominantly urban communities. Consideration of scope, legal basis, implementation, and problems of planning for streets, utilities, education, recreation, transportation, zoning, and related community services.

Prerequisite: POLS 237, 350.

Not open to students who have credit in POLS 461.

565 Labor-Management Relations in Government. (3)

Public employee unionization, legal provisions for collective bargaining, determination and recognition of bargaining units, bilateral negotiation, and third-party involvement procedures, administration of agreements, and the processes and strategies in collective bargaining negotiations in public organizations.

Not open to students who have credit in POLS 465.

566 Administrative Problems in State Government. (3)

Administrative procedures and organizational behavior at the state level. Emphasizes the provision of government services and functions in budgeting and taxation, education, environmental protection, public health, and public works.

Prerequisite recommended: POLS 237 or 350.

Not open to students who have credit in POLS 466.

570 Public Opinion and Political Behavior. (3)

The nature of public opinion, instruments, techniques, and institutions involved in the formation of public opinion; the political uses and implications at home and abroad of public opinion and propaganda.

Not open to students who have credit in POLS 370.

571 Public Interest Groups and Government. (3) The internal government and external political strategy of private associations—trade associations, unions, and professional, church, and patriotic organizations. The implications of pressure group activities for constitutionalism, majoritarianism, and constituency, and the effects of pressure groups upon political parties and the political process.

Not open to students who have credit in POLS 371.

572 Political Campaigns. (3) Political campaigns considered as the linkage between citizens and the government in a representative democracy, from theoretical and practical perspectives. The course will answer questions on the why (theory), what (strategies), and how (techniques) of political campaigns.

Not open to students who have credit in POLS 372.

573 American Political Parties. (3) Organization and functions of political parties in the United States and their role in a representative democracy.

Not open to students who have credit in POLS 473.

574 Women and Politics. (3) National survey of women and the political process, with an emphasis on women and contemporary public policy issues.

Not open to students who have credit in POLS 474.

575 Minority Group Politics. (3) The political effects of ethnic groups on American politics. Emphasizes both legal and extralegal means by which ethnic groups become involved in and influence public policy.

Prerequisite recommended: POLS 130.

Not open to students who have credit in POLS 475.

582 Governments and Politics of Western Europe. (3) Europe as a political and cultural area: the government and political structures of the three major powers in Western Europe—Great Britain, France, and Germany; the current state of the Western European integration movement.

Prerequisite: POLS 130.

Not open to students who have credit in POLS 382.

584 British Government and Politics. (3) The political system of the United

Kingdom, including a discussion of the Commonwealth and Britain's place in an expanding European community. Emphasizes Anglo-American relations and British contributions to American political arrangements.

Not open to students who have credit in POLS 384.

585 Politics of the European Union. (3) Study of the development of the European Union as an evolving political entity—its politics, institutions, and policies—and the prospects for European unification.

Not open to students who have credit in POLS 385 or EURO 385.

586 Politics of Russia and the Successor States. (3) Evaluates political, economic, and social change and performance in Russia and the other successor states of the former Soviet Union. Also assesses the historical and cultural context of modern Russia from the Bolshevik Revolution through the post-communist era.

Not open to students who have credit in POLS 386 or EURO 386.

588 Government and Politics of China. (3) A comprehensive survey of the government and politics of modern China, both of the Republic of China and Communist China.

Not open to students who have credit in POLS 488.

590 International Law. (3) A survey of the Law of Nations by analyzing prominent decisions of international tribunals, examining representative legal principles, briefing appropriate cases, and conducting mock court trials.

Not open to students who have credit in POLS 490.

592 The United Nations and International Organizations. (3) International organizations; the structure, functions, and current issues facing the United Nations. Students participate in a mock security council at Ball State and may have an opportunity to participate in the National Model United Nations Conference.

Not open to students who have credit in POLS 392.

593 World Politics. (3) Theories of contemporary interactions among states, especially the major powers, with particular attention to conflict resolution.

Not open to students who have credit in POLS 493.

594 International Relations in Asia. (3) Contemporary international relations in Asia with emphasis on the roles of China, Japan, the United States of America, and the former Soviet Union.

Not open to students who have credit in POLS 394.

595 Communist China's Foreign Policy. (3) Communist China's role in international politics, with special emphasis on the effect of Communist China's foreign policy and the response to it.

611 International Political Economy. (3) Explores the theoretical frameworks through which scholars understand the international political economy in order to understand the structures, institutions, and processes that are changing the nature of global and regional relationships.

Open only to graduate students.

615 Western Political Theory. (3) In-depth examination of classic works in the Western political tradition including Plato, Aristotle, Aquinas, Machiavelli, Locke, Rousseau, and Marx. Special emphasis on the contributions of each thinker to the evolution of western concepts of justice, liberty, power, and the good society.

625 Research Methods in Political Science. (3) A critical examination of methodological problems and practices in the formulation, execution, evaluation, and reporting of political science research, including a comparison of data-gathering techniques, their respective limitations, and appropriate application.

626 Research Seminar. (3-6) Advanced techniques and applications of political and governmental research. According to need, the seminar will focus on one of the following: traditional political research, behavioral political research, and applied research in policy and administration.

Prerequisite: POLS 625; permission of the department chairperson.

A total of 6 hours of credit may be earned.

632 (532) The American Presidency. (3) This course will explore the theoretical, historical, and contemporary forces that combine to shape the modern presidency.

Open only to graduate students.

633 The American Judicial System. (3) Examines the workings of the American

judicial system, composed of courts, judge, jurors, lawyers, spectators, and rules. Topics covered include legal theory, roles of lawyers and judges, judge selection, trial and appellate courts, judicial policy, and the future of law.

642 Problems in Public Policy. (3) Current political, economic, and social problems in the United States. Relationships between government and elements of our free enterprise system, including agriculture, small and large firms, labor, public utilities, and finance.

Prerequisite recommended: POLS 130.

648 Policy Analysis. (3) Equips students with the tools of the policy analyst through systematic analysis of programs and projects. Emphasizes problem definition, goal determination, systematic evaluation of alternatives, socioeconomic and political indicators, performance measures, and impact evaluation.

Prerequisite recommended: POLS 342 or 642.

650 Public Administration. (3) Organization, personnel, and functions of the various agencies of administration—national, state, and local.

Prerequisite: POLS 130.

651 Administrative Organization and Management. (3) Governmental administrative organizations as companies composed of people taking action under conditions of conflict and cooperation: the nature and role of administrative organization and management, growth and effect on the government of the scientific management movement, formal and informal organization of administrative authority, operational problems and processes, and criteria for evaluation of administration.

Prerequisite recommended: POLS 350.

652 Personnel Administration in Government. (3) The organization and operation of personnel administration in the public service. Scope and character of public employment in the United States, development of federal, state, and local civil service systems, organization of public personnel agencies, and methods and techniques of personnel administration in government.

Prerequisite recommended: POLS 350.

653 Public Financial Administration.

(3) Survey of the principles and practices of administration of national, state, and local finances: administrative financial organization, budgetary procedure, accounting of revenues, expenditures, pre-audit and post-audit, assessment and collection of taxes, purchasing, letting of contracts, management of publicly owned undertakings, public debt, and grants-in-aid.

Prerequisite recommended: POLS 350.

669 Paid Internship in American

Government. (3–6) Students are paid for part-time or full-time work for one semester in the office of a public official in national, state, or local government, or of a candidate for public office, or of a political party. Assignments depend upon the interests of students and the convenience of sponsors.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

679 Practical Experience in

Government. (3–6) Unpaid full or part-time assignment in a public office with a candidate for public office, a political party, or private organization. Assignments depend upon the student's interest and the convenience of the sponsor.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

689 (589) Comparative Politics and

Government. (3) Analysis of politics and government in selected major countries of the world. Considers political processes, governmental institutions, and/or public policies from a cross-national perspective.

Open only to graduate students.

PSYCHOLOGICAL SCIENCE

www.bsu.edu/psysc

North Quadrangle 104, (765) 285-1690

Chairperson: Michael Stevenson

Coordinator of Graduate Studies: Kerri Pickel

Graduate Faculty: Balogh, Belky, Biner, Butler, Deckers, Forbey, Gaither, Holtgraves, Holtz, Kite, Littleford, Meunier, Narter, Paletz, Perkins, Pickel, Richey, Stevenson, Stritto, Whitley, Woodward

PROGRAMS

Master of arts (MA) degrees in clinical psychology and in cognitive and social processes

Admission

Applicants must meet the admission requirements of the Graduate School; have an undergraduate grade point average of at least 3.0 on a 4.0 scale; have a Graduate Record Examination (GRE) combined verbal and quantitative score of at least 1000; submit three letters of reference, transcripts of all

previous graduate and undergraduate course work, and departmental applications; and have taken undergraduate courses in psychology that include experimental design and methodology and statistics.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

A two-year program designed to provide training consistent with that expected of a scientist-practitioner clinical psychologist.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Clinical requirements

PSYSC	632	Abnormal	3
	640	Assessmnt 1	3
	644	Assessmnt 2	3
	652	Intr Psythrp	3
	653	Adv Psythrp	3
	682	Prof Orn/Cln	1
	685	Clinical Int (3-6)	6
			22 hrs

Psychology core requirements

PSYSC	616	Percp Cognit (3)	
	or		
	623	Theor Persnl (3)	3
	668	Physiological	3
	680	Res Meth Psy	3
	681	Prof Orientn	1
	691	Systems	3
	696	Sem Divrsity	3
EDPSY	642	Interim Stat	3
			19 hrs

Additional requirement

Approved electives by the graduate program director and/or RES 697 or THES 698			7
			48 hrs

PSYSC 623 is required if no undergraduate personality course was taken. The university research and writing requirement is met by PSYSC 680 and EDPSY 642.

All graduate courses in psychological science are required to include diversity as a course objective.

MASTER OF ARTS IN COGNITIVE AND SOCIAL PROCESSES

A two-year program designed to provide extensive training in social and cognitive psychology, research methods, and statistics.

Degree Requirements

PREFIX NO SHORT TITLE CR HRS

Clinical requirements

PSYSC	616	Percp Cognit	3
	617	Memor	3
	618	Thinking	3
	623	Theor Persnl	3
	680	Res Meth Psy	3
	681	Prof Orientn	1
	691	Systems	3
	696	Sem Divrsity	3
EDPSY	642	Interim Stat	3

SOPSY	610	Social	3
	615	Social Cog	3
	660	Contemporary	3
Electives (general)			6-12
THES 698 or RES 697 or elective approved by Graduate Program Director			3-6
			43-46 hrs

The university research and writing requirement can be met by PSYSC 680 and EDPSY 642. All graduate courses in psychological science address diversity as one of the course objectives. PSYSC 691, SOPSY 610 may be waived if equivalent undergraduate course(s) taken.

Internship Placement

The department maintains a training agreement with local community mental health agencies, hospitals, and the university Counseling and Psychological Services Center. Clinical students complete an internship (minimum 400 hours) at one of these facilities during their second year.

Teaching and Research Assistantships

Approximately 65 percent of students are awarded assistantships and partial fee remissions. In return, students help faculty instructors or assist in faculty research. Exceptional second-year students may be offered the opportunity to teach introductory-level classes.

Interdepartmental Cooperative Arrangements

The department maintains a cooperative teaching and research arrangement with the counseling psychology and educational psychology departments for maximum flexibility in training. In addition, the department is involved in the university's Fisher Institute for Wellness and Gerontology.

PSYCHOLOGICAL SCIENCE (PSYSC)

524 Psychology of Women. (3)

Psychological approaches to the study of women with special emphasis on achievement motivation and dependency, attitudes toward women, development of sex-role identity, biological and social influences on women's behavior, self-concepts and psychological conflict in women, and a critical appraisal of research in sex differences.

Not open to students who have credit in PSYSC 324.

573 Industrial Psychology. (3)

Application of psychological principles to personnel selection and training, worker motivation and satisfaction, leadership, engineering psychology, and personnel problems in industry.

Not open to students who have credit in PSYSC 373 or equivalent.

574 Organizational Development: A Psychological Perspective. (3) Examines organization change and development techniques from the perspective of psychological theory and research. Emphasizes individual and team level interventions.

Prerequisite: any one of PSYSC 373, 573; MGT 300, 500; or equivalents, or permission of the instructor.

Not open to students who have credit in PSYSC 474 or equivalent.

575 Psychology of Selection and Placement. (3) Principles of personnel testing as applied to the selection and placement process. Focuses on the development of predictors and criteria, selection of an appropriate validation model, and the psychological dynamics of interview processes.

Prerequisite: PSYSC 373, 573, or permission of the department chairperson.

584 Experimental Psychology. (3) The study of behavior by the experimental method. Experimental studies will be conducted to evaluate research techniques and appropriate controls.

Prerequisite: PSYSC 241 or EDPSY 641.

Not open to students who have credit in PSYSC 284.

595 Special Topics in Psychology. (3) Investigation of various topics related to psychology. Topics will vary at the discretion of the instructor.

Prerequisite: permission of the department chairperson.

613 Developmental Psychology. (3) Concepts, principles, theories, and research concerning the biological and environmental influences on behavioral and psychological development. Emphasizes issues and topics related to the normal human life span. Designed primarily for students without undergraduate work in human growth and development.

Prerequisite recommended: PSYSC 241 or the equivalent.

615 Learning and Motivation. (3) Analysis of research and theories of

basic conditioning, learning processes, and motivation. Biological bases of motivation will also be considered. The major concentration will be on animal learning and motivation, but parallels to human behavior will be drawn.

Prerequisite: PSYSC 284 or 584.

616 Perception and Cognition. (3) Analysis of research and theories of perception, cognition, and language. Covers information processing, attention, verbal learning and memory, problem solving, concept formation, and psycholinguistics.

Prerequisite: PSYSC 284 or 584.

617 Memory Processes and Applications. (3) Explores models of human memory processes, as well as biological, environmental, and social factors affecting memory.

Prerequisite: PSYSC 616.

618 Thinking. (3) Examines psychological theories, models, research, and applications of problem solving, decision making, reasoning, and other kinds of intelligent human cognitive processing.

Prerequisite: PSYSC 616.

619 Psychology of Language. (3) A review of research on the psychological processes involved in the comprehension and production of language. Topics include sentence and discourse processing, pragmatics, conversation structure, representation and meaning, language and thought, and language acquisition.

Open only to graduate students in psychological science, English, communication studies, or speech pathology and audiology.

623 Theories of Personality. (3) Review and comparison of theories of the structure, development, dynamics, and assessment of normal personality, with emphasis on empirical data presented by proponents of various theoretical positions.

Prerequisite recommended: PSYSC 241.

632 Abnormal Psychology. (3) Introduction to adult psychopathology with emphasis on contemporary systems of classification of behavior disorders, expression of behavior disorders in the context of cultural factors, problems associated with diagnostic decision making, and current research concerning descriptive

boundaries, etiology, course, and prognosis.

Prerequisite: PSYSC 284; permission of the department chairperson.

Prerequisite recommended: PSYSC 317.
Open only to students in the clinical MA program.

640 Introduction to Psychological Assessment. (3) Theoretical and practical implications of psychodiagnostic tools including age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups. Emphasizes issues of reliability, validity, and ethics, plus the development of basic diagnostic skills.

Prerequisite: PSYSC 623, 632.

Open only to students in the clinical MA program.

641 Psychodiagnostic Aspects of Intellectual Dysfunction. (3) A seminar dealing with the origins, patterns, and problems of assessing psychodiagnostic aspects of intellectual or cognitive dysfunction.

Prerequisite: PSYSC 632, 640.

644 Advanced Psychological Assessment. (3) Continuation of PSYSC 640 with emphasis on the selection, administration, interpretation, and use of objective and projective personality assessment devices in conjunction with other techniques. Emphasizes development of advanced diagnostic skills and ethical considerations.

Prerequisite: PSYSC 623, 632, 640.

652 Introduction to Psychotherapy. (3) Introduction to treatment of abnormal behavior using individual psychotherapy. Selected theories and techniques are surveyed. Emphasizes development of basic therapeutic skills, therapist and client characteristics that influence helping processes, ethical considerations, and implications of sociocultural, demographic and lifestyle diversity.

Prerequisite: permission of the department chairperson.

653 Advanced Topics in Psychotherapy. (3) Selected topics in psychotherapy and related interventions are examined, including crisis intervention, medications, prevention, and community intervention. Also covered are historical, legal, financial, and ethical considerations, procedures for determining accountability, and

public policy issues related to mental health services.

Prerequisite: PSYSC 632, 652; permission of the instructor.

Open only to students in the clinical MA program.

668 Physiological Psychology. (3) Introduction to the physiological basis of behavior, involving the nervous system, its structure, biochemistry, and function. Emphasizes basic neuroscience and research methods. Includes a survey of the role of neurophysiology and neuroanatomy in functions of consciousness and mental disorders.

Prerequisite: PSYSC 284, 584.

670 Health Psychology. (3) A systematic introduction to the use of psychological procedures in the prevention, diagnosis, and treatment of such medical problems as cardiovascular disorders, headaches, obesity, asthma, and chronic pain.

Prerequisite: PSYSC 632.

680 Research Methods in Psychology. (3) Overview of research methods in psychology, including experimental, quasi-experimental, correlational, single case, and program evaluation techniques.

Prerequisite: PSYSC 241, 284, or their equivalents; permission of the instructor.

681 Orientation to Professional Psychology. (1) Introduces research and professional work conducted in psychology. Psychological science faculty discuss issues such as educational programs, professional training, clinical practice, methodology, and development of research ideas.

682 Orientation to Professional Clinical Psychology. (1) Introduces professional practice in clinical psychology, including history, roles, organizational structure, ethics, standards, and credentialing.

Open only to clinical graduate students in psychological science or by permission of the department chairperson.

685 Clinical Internship. (3-6) Supervised applied clinical experience in one or more appropriate settings. Students must have earned 20 hours of graduate credit in psychological science, at least half of which should be from the clinical sequence.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

Open only to students in the clinical MA program.

686 Applied Practicum. (3–6)

Supervised experience in an applied setting.

Prerequisite: 21 hours of graduate credit in psychology; permission of the department chairperson.

A total of 6 hours of credit may be earned.

Open only to master's candidates in cognitive and social processes.

687 Advanced Clinical Internship. (3)

Supervised advanced clinical experience in one or more appropriate settings. Emphasizes the development of advanced skills, the integration of professional knowledge, and skills appropriate to professional practice.

Prerequisite: PSYSC 685.

Open only to students in the clinical MA program.

691 Systems of Psychology. (3) The major concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved from their historical origins.

695 Seminar in Psychology. (1–3)

Investigation in the current literature of psychology. Topics will vary each semester, at the instructor's discretion.

Prerequisite: 12 hours of graduate credit in psychology.

A total of 3 hours of credit may be earned.

696 Seminar on Diversity. (3)

Introduces the application of diversity perspectives to psychological research and practice. Race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and religious beliefs will be considered. Emphasizes why all psychological subdisciplines need to understand diversity issues.

Prerequisite: permission of the instructor.

698 Psychological Investigations. (1–3)

For students with special aptitude: an opportunity to pursue a line of psychological investigation individually under faculty supervision. Students will be expected to read the relevant literature and to participate in designing and conducting the investigation. Time spent in the investigation may vary from one semester to a full academic year, sometimes including the summer.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

SOCIAL WORK

www.bsu.edu/socwk

North Quadrangle 108, (765) 285-1016

Chairperson: Darlene Lynch

Graduate Faculty: Dolon, Patchner

SOCIAL WORK (SOCWK)

570 Selected Aspects of Social Work

Practice. (3 or 6) Exploration of social work practice with selected client populations and types of practice with emphasis on individualized study,

reporting, and group discussion. Study will focus on social work practice and social service delivery within the identified field.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

Not open to students who have credit in SOCWK 370.

575 Social Welfare Policy with the Elderly. (3) The course is concerned

with the major social welfare policies that affect the elderly. Focus will be on problems of the elderly and social welfare policies and programs directed at the reduction of such problems.

Prerequisite: SOC 431, 531.

SOCIOLOGY

www.bsu.edu/sociology

North Quadrangle 205A, (765) 285-5977

Chairperson: Roger A. Wojtkiewicz

Graduate Advisor: Carolyn Kapinus

Graduate Faculty: Blakely, DeOllos, Holtzman, Johnson, Kapinus, Menning, Messineo, Pellerin, Wojtkiewicz

PROGRAM

The master of arts (MA) in sociology is designed to prepare students for professional employment or doctoral study in sociology at other universities.

MASTER OF ARTS IN SOCIOLOGY

Admission

Applicants must meet the admission requirements of the Graduate School, take the Graduate Record Examination (GRE), and present evidence of preparation to do work in sociology.

Degree Requirements

The master of arts in sociology requires 33 hours. Students must complete a 15-hour core of required courses. To complete the remaining 18 hours, students will choose the following options, depending on their needs and backgrounds: research paper or thesis, minor, and/or electives. The department strongly encourages students to consider writing a thesis as part of elective credit. The research methodology course requirement is met by SOC 681.

PREFIX	NO	SHORT TITLE	CR	HRS
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Core requirements

SOC	600	Soc Inquiry	3	
	603	Readings	3	

	681	Survey	3	
	682	Statistics	3	
	684	Data Anayls	3	

Elective

In addition to the required courses, the sociology department strongly encourages students to complete one of the following research options (thesis is preferred)

RES	697	Research Ppr (1-3)		
		or		
THES	698	Thesis (1-6)	0-6	
Minors and electives				12-18
				33 hrs

Graduate Assistantships

A limited number of graduate assistantships are available each year to students who have maintained a minimum undergraduate grade point average of 2.75 on a scale of 4.0. There is a stipend, and part of the tuition is waived. Graduate assistants should plan for and expect assistantships to begin in the fall semester and end at the close of the spring semester. Renewal of the assistantship for a second year is available.

SOCIOLOGY (SOC)

502 Sociological Theory. (3) Focuses on sociological theories of the nineteenth

and early twentieth centuries. The investigation includes the intellectual and cultural backgrounds from which theories developed.

Not open to students who have credit in SOC 402.

520 Social Inequality. (3) Examines causes and consequences of social class, status, and mobility in the United States and other countries.

Not open to students who have credit in SOC 320.

521 Racial and Cultural Minorities in the United States. (3) Examines the causes of prejudice and discrimination toward minorities in the United States, minority group experiences, and proposals for reducing prejudice and discrimination.

Not open to students who have credit in SOC 421.

522 Social Trends in Contemporary Societies. (3) Analysis of social trends in contemporary societies.

Not open to students who have credit in SOC 422.

523 Industrial and Post-Industrial Society. (3) Examines the social effects of the Industrial Revolution and Post-Modernity, the continuing importance of technological change, social structures of industrial organizations, and expansion of the service and health sectors.

Not open to students who have credit in SOC 423.

527 Sociology of World Religions. (3) Study of the relationship between society and religion.

Not open to students who have credit in SOC 427.

528 Globalization and Third-World Societies. (3) Examines developmental and globalization trends in third-world societies. The effects of industrialization, mass media, population growth, rapid urbanization, and pressures from other societies are also examined.

531 Social Gerontology. (3) Examines the effects of social and cultural factors of the aging process including an analysis of policies and programs designed to meet the needs of older adults.

Not open to students who have credit in SOC 431.

537 Global Inequality. (3) Examines social inequalities linked to race,

ethnicity, gender, religion, and other conditions occurring worldwide.

541 Social Change. (3) Analyzes social movements and resistance to these movements.

Not open to students who have credit in SOC 441.

570 Population and Demography. (3) Investigates contemporary demographic patterns and their implications for the future. Issues of composition, distribution, and growth of human populations are addressed.

Not open to students who have credit in SOC 470.

572 Urban Dynamics and Problems. (3) Examines the historic functions and institutional dynamics of the city with special reference to contemporary urban problems, including issues of community diversity and solidarity.

Not open to students who have credit in SOC 472.

574 Seminar on Middletown Studies. (3) Focuses on two works by the Lynds, "Middletown" and "Middletown in Transition," and more recent studies about Muncie, Indiana. Includes participation in a continuing sociological project.

580 Sociological Research Design. (3) Examines the basic principles of conducting and analyzing sociological research.

Not open to students who have credit in SOC 380.

583 Evaluation and Qualitative Research. (3) Examines the nature of evaluation and qualitative research methodology. Provides experience in proposal writing as well as evaluation design and implementation.

Not open to students who have credit in SOC 483.

588 Internship 3: Field Experience. (1-3) Unpaid supervised field experience in a business, industrial, governmental, educational, or other setting. Supervision will be jointly provided by sociology faculty and employers.

Prerequisite: permission of the sociology internship coordinator and the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

590 Independent Study in Sociology. (1-3) Topics to be chosen and

investigated in consultation with an instructor possessing special competence in the subject involved.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

600 Sociological Inquiry. (3) Examines the nature of sociology, types of research data, and the formulation and reporting of sociological research. Focuses on the preparation of research proposals.

603 (503) Readings in Sociological Theory. (3) Focuses on the reading and in-depth study of significant contemporary sociological works.

Prerequisite: SOC 502 or equivalent.

644 Family and Gender. (3)

Comparative perspectives on the historical transformations that have influenced family and gender relationships are considered. Cultural variations will be evaluated as they relate to social problems and policy initiatives.

664 Advanced Seminar in Social Gerontology. (3) Examines the sociological components of aging as an increasingly significant social phenomenon in contemporary American society.

Prerequisite: SOC 531 or equivalent.

669 Internship 2: Paid Field Work. (3)

Paid supervised field experience

in a public agency or business setting. Training involves data analysis, evaluation research, and implementation of agency programs under the supervision of the employer and the department.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

681 Survey Research Methods. (3)

Provides practical knowledge on how to develop and conduct surveys.

682 (582) Social Statistics. (3)

Calculation, application, and interpretation of statistics used in social and behavioral sciences.

684 Advanced Sociological Data Analysis. (3)

Selection and use of advanced statistical techniques for analyzing sociological data. Topics include multiple regression and other multivariate models.

Prerequisite: SOC 682.

699 Seminar in Selected Topics in

Sociology. (3) Explores selected topics relevant to the discipline of sociology providing a critical evaluation from a variety of perspectives. Students may not repeat topics for additional credit.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

SPEECH PATHOLOGY AND AUDIOLOGY

www.bsu.edu/spaa

Arts and Communications Building 104, (765) 285-8162

Chairperson: Mary Jo Germani

Graduate Advisor for Speech Pathology: Mary Jo Germani

Graduate Advisor for Audiology: David Coffin

Graduate Faculty: Ahlbrand, Coffin, Condon, Dyson, Germani, Hemeyer, Houk, Kees, Kissick, McClain, McMillan, Ross, Shaffer, Thatcher, Thornburg, Updike, Wagner

PROGRAMS

Master of arts (MA) in speech-language pathology and doctor of audiology (AuD)

Admission

Applicants must meet the admission requirements of both the Graduate School and the program in the Department of Speech Pathology and Audiology and must submit transcripts of grades from completed bachelor's degree programs (including all schools attended at the undergraduate or graduate level), three letters of recommendation, and Graduate Record Examination (GRE) scores. Applicants to the doctor of audiology degree program must also submit a statement of purpose and complete an interview.

MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY

Program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. The master's degree is a basic requirement for employment as a certified and licensed speech-language pathologist. Graduate study in speech-language pathology includes the academic and practicum requirements needed for Indiana School Services Personnel certification, as well as Indiana state licensure and the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association (ASHA). To qualify for the state licensure or the CCC, students must pass a national examination and demonstrate adequate clinical skills during a Clinical Fellowship Year (CFY) under supervision by a certified speech-language pathologist.

Admission

- Students must be admitted to both the department and to the Graduate School to enroll as a degree student.
- Minimum grade point average of 3.0. We receive more qualified applicants than we can accept; meeting or exceeding this average does not guarantee admission.
- Prefer a combined score of 900 on the verbal and quantitative sections of the GRE.
- Three letters of reference (on department forms).
- Transcripts of all previous graduate and undergraduate coursework.

- Completed graduate school application.

Degree Requirements

The master's program in speech-language pathology has a strong clinical orientation. Extensive practicum work with close supervision is required and is considered to be a critical component of the program.

For students with backgrounds in speech and hearing (usually bachelor's degrees), the program consists of a minimum of 62 semester hours including courses in which clinical practicum experience is acquired. For students with undergraduate major in speech and hearing, the program usually takes six consecutive semesters to complete.

The program requires sufficient clinical practicum hours to meet the ASLHA clinical practicum requirements. A comprehensive examination is also required.

Students with no background in speech and hearing but who have bachelor's degrees must take undergraduate deficiency classes before the regular graduate program can begin. The length of such programs will vary, but they typically take nine consecutive semesters.

Course requirements include the following:

PREFIX	NO	SHORT TITLE	CR HRS
SPAA	601	Intro Resrch	3
	610	Child Lang 1	3
	611	Child Lang 2	3
	620	Dx Cl Pract (1-2)	2
	621	Artic Dis 2	3
	622	Fluency	3
	624	Diagnostics (2-4)	4
	625	Voice	3
	628	Ad Clin Prac (2-10)	6
	629	Prof Issues	2
	631	Aug Alt Comm	3
	632	Neurogens 1	3
	633	Neurogens 2	3
	635	Diversity	2
	637	Atypical Pop	2
	640	Dysphagia	3
	642	Aud for SLP	2
	690	Sem S L Path (1-6)	6
	693	Internship (3-9)	3
	695	Sch Intern (3-9)	3
Comprehensive examination			0

62 hrs

Approved graduate courses in other departments may be substituted for SPAA 690.

DOCTOR OF AUDIOLOGY (AuD)

The doctor of audiology degree is a post-baccalaureate degree designed to prepare students for the professional practice of audiology. The program is accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and meets requirements for Indiana state licensure. The typical program is four calendar years. The first three years include academic study and intense supervised clinical practicum both on and off campus. The final year consists of a 12-month externship at an approved audiologic facility.

Admission

Applicants must meet the admission standards of the Graduate School and the Department's AuD Admissions Committee. The committee's decision is based on several factors, including the applicant's undergraduate transcripts, Graduate Record Examination (GRE) scores, written recommendations, a written statement of purpose, and an interview. Admission to the program is competitive, and meeting admission requirements does not ensure admission. Preference is given to applicants with undergraduate grade point averages of 3.2 or higher (on a 4.0 scale) and GRE scores of 500 or higher in the verbal and quantitative sections. Per Graduate School requirements, students admitted to the program are required to maintain a 3.2 grade point average or higher throughout their AuD program to remain in good academic standing. Applicants admitted to the program may be required to take undergraduate courses to acquire needed background knowledge if any areas of deficiency in undergraduate preparation are identified. Often, any needed deficiency courses can be taken during the AuD program without extending the length of the program; however, credit for these deficiency courses does not apply toward the AuD degree requirements.

Requirements

Degree requirements include a total of 100 credit hours (73 academic credit hours, 18 clinical practicum credit hours,

and 9 externship credit hours). Students must accumulate a minimum of 800 practicum hours and complete a 12-month audiologic externship during their final year of study. Students must pass comprehensive examinations and successfully pass a national audiology examination during their last year of on-campus study, prior to externship placement. Academic and clinical course requirements include:

PREFIX	NO	SHORT TITLE	CR HRS
SPAA	519	Practicum (1-4)	2
	562	Neuro Anat	3
	601	Intro Resrch	3
	643	SLP for Aud	2
	648	Hearing Anat	4
	650	Ped Aud	3
	651	Aud Prob Adl	3
	652	Psychoacoust	3
	653	Meas Balance	3
	654	Evkd Pot Tst	3
	655	Diagn Audiol	3
	656	Spch Hrg Aid	4
	657	Adv Diag Aud	3
	658	Private Prac	2
	659	Industrial	1
	660	Otoac Emiss	2
	661	Cochlr Impl	2
	662	Pharm Aud	2
	663	Counsel Aud	1
	664	Hstry/Issues	1
	692	Dir Studies (1-3)	1
	749	Audiol Prac (1-4)	18
	766	Hear Aid 2	3
	770	Clin Rounds	2
	771	Clin Project	1
	793	Aud Extern (3)	9
SNLNG	551	Sign Lang 1	3
Electives			13
			<hr/> 100 hrs

SPEECH PATHOLOGY AND AUDIOLOGY (SPAA)

500 Survey of Speech-Language Pathology and Audiology. (2)

Introduction to speech-language pathology and audiology and a survey of communication disorders. Particularly helpful for persons thinking about careers in communication disorders or in related fields (teaching, nursing, gerontology, etc.).

Not open to students who have credit in SPAA 100.

518 Organic Speech and Language

Disorders. (3) An overview of speech and language disorders resulting from organic problems. Areas covered

include cerebral palsy, aphasia, cleft palate, dysphagia, vocal abuse, head trauma, and laryngectomy.

Prerequisite: SPAA 161; permission of the department chairperson.

Not open to students who have credit in SPAA 418.

519 Speech Pathology and Audiology Practicum. (1–4) Students engage in observation and preprofessional participation with clients with various speech, language, and hearing disorders.

Prerequisite: SPAA 210, 311.

A total of 4 hours of credit may be earned.

Not open to students who have 4 hours of credit in SPAA 319.

542 Audiology for Deaf Education. (3) Overview of audiology and aural rehabilitation for deaf-education majors.

Prerequisite: SPAA 101; SPCED 240 or 540.

Not open to the students who have credit in SPAA 342.

Open only to deaf-education majors or by permission of the department chairperson.

543 Introduction to Audiology. (3) Overview of the anatomy and physiology of hearing, hearing disorders, and hearing assessment, hearing screening.

Prerequisite: SPAA 161, 260 or 560.

Not open to students who have credit in SPAA 343.

544 Aural Rehabilitation. (3) Overview of aural rehabilitation. Practical implications of various types of hearing losses and appropriate rehabilitative procedures. Amplification, auditory training, speechreading, educational and vocational considerations, and psychosocial implications of hearing loss.

Prerequisite: SPAA 210, 270, 343; or permission of the department chairperson.

Not open to students who have credit in SPAA 344.

545 Clinical Audiology: Orientation and Visitation. (2) Orientation to the practice of clinical audiology in various settings and work environments.

Prerequisite: permission of the department chairperson.

Not open to students who have credit in SPAA 345.

Open only to AuD students.

560 Speech Acoustics. (3) Introduction to the physical nature of speech and its relationship to speech production and perception.

Prerequisite: SPAA 101, 161.

Not open to students who have credit in SPAA 260.

562 Neuroanatomy and Neurophysiology of Speech, Language, and Hearing. (3) Overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language, and hearing.

Prerequisite: SPAA 161.

Not open to students who have credit in SPAA 361.

Open only to AuD students.

569 Child Language Disorders 1. (3) Introduction to the nature, cause, and treatment of language disorders in children.

Prerequisite: SPAA 270 or 570.

Not open to students who have credit in SPAA 371.

Open only to AuD students.

570 Language Development. (3) Overview of language and language development. Consideration of phonology, morphology, syntax, and semantics. Theories of language acquisition. Cultural diversity as related to language.

Not open to students who have credit in SPAA 270.

601 Introduction to Research in Speech Pathology and Audiology. (3) Orientation to research in speech-language pathology and audiology. Develops the abilities to read, evaluate, apply, and conduct research. Includes research writing style, critical reading, literature searches, research design, basic statistics, and computer applications.

Prerequisite: permission of the department chairperson.

610 Child Language: Birth to Five. (3) Emphasis on profiling the language and communication characteristics of various populations (e.g., neonates, autism spectrum disorders, specific language impairment) of young children seen in SLP. Contemporary assessment and intervention practices are reviewed, pertinent to evaluating the efficacy of communication treatment through participation and quality of life outcomes.

Prerequisite: SPAA 371 or equivalent; permission of the department chairperson.

611 Child Language: School Age to Adolescent. (3) Emphasizes communicative competency at the narrative and conversational levels of children with Language-Learning-Disabilities (LLD). Applied clinical service delivery models (e.g., curriculum based-instruction) are reviewed, pertinent to promoting oral language through literacy based assessments and interventions. Various reading disorders (e.g., dyslexia) are discussed when attributed to language impairments.

Prerequisite: SPAA 610; permission of the department chairperson.

620 Diagnostic Clinical Practicum. (1–2) Supervised clinical practice in assessment strategies, collecting clinical data, client interviewing, counseling, preparation of reports, and referral procedures.

Prerequisite: SPAA 319 (3 enrollments) or equivalent and permission of the department chairperson.

A total of 2 hours of credit may be earned.

Open only to SPAA graduate students.

621 Disorders of Articulation and Phonology 2. (3) Advanced study of pediatric articulation and phonologic disorders. Survey of modern approaches to phonologic analysis and intervention techniques emphasizing critical review of the professional literature in its historic context. Overview of single-subject designs and accountability procedures.

Prerequisite: SPAA 210 or its equivalent.

622 Fluency. (3) Nature, symptoms, development, diagnosis, and treatment of dysfluency. Overview of research and theoretical formulations regarding dysfluency and its treatment. Case studies of treatment programs through video demonstrations.

Prerequisite: permission of the department chairperson.

624 Diagnosis and Appraisal 2. (2–4) Emphasis on the evaluation of communication disorders across the life span with diverse populations. Psychometric properties of norm-referenced and criterion-referenced tests are reviewed in relationship to

assessment practices in SLP. Alternative assessment models are introduced, which provide functional and meaningful data for the diagnosis and treatment of communication disorders.

Prerequisite: SPAA 312 or equivalent; permission of the department chairperson.

A total of 4 hours of credit may be earned.

625 Voice Disorders. (3) Functional and organic voice disorders; normal vocal physiology; diagnosis and evaluation of and therapy for vocal disorders. Harshness, nasality, and other common problems, along with management of disorders related to laryngectomy and cleft palate.

Prerequisite: permission of the department chairperson.

628 Advanced Clinical Practice. (2–10) Students diagnose and treat children and adults with speech and/or language disorders. Ordinarily a total of 6 hours of credit is earned during three enrollments.

Prerequisite: SPAA 319 (3 enrollments) or the equivalent; SPAA major and permission of the department chairperson.

A total of 10 hours of credit may be earned.

Open only to graduate students majoring in speech-language pathology.

629 Professional Issues in Speech-Language Pathology. (2) Overview of professional issues facing clinicians. Examines ethical, multicultural, and service delivery issues in a variety of work settings with clients across the lifespan. Also reviews certification, licensure, and health care and education legislation and regulation. Employment and internship opportunities and issues are discussed.

Prerequisite: permission of the department chairperson.

631 Augmentative/Alternative Communication and the Nonvocal Individual. (3) Needs assessment and communication evaluation considerations; selection and development of appropriate and effective augmentative/alternative communication systems for nonvocal people including communication boards, electronic instrumentation, etc. Program development for individual needs and abilities of clients.

632 Neurogenic Disorders 1. (3)

Advanced study of the central nervous system and its relationship to the causes, assessment and management of aphasia, right hemisphere dysfunction, and associated motor speech disorders.

Prerequisite: SPAA 161, 361 or equivalents; permission of the department chairperson.

633 Neurogenic Disorders 2. (3)

Advanced study of the nature, causes, assessment, and management of dementia and traumatic brain injuries. Includes the study of normal aging and cognitive functions.

Prerequisite: SPAA 632; permission of the department chairperson.

635 Cultural and Diversity Issues in SLP. (2)

Examines multicultural and diversity issues facing the speech-language pathologist. Addresses the need for cultural competence, culturally informed assessment and instructional strategies, and the possible needs and strengths of culturally and linguistically diverse populations.

Prerequisite: permission of the department chairperson.

Open only to SPAA graduate students.

637 Clinical Approaches to Atypical Populations. (2)

Advanced orientation to clinical populations of children with atypical language development (i.e., mental retardation, cerebral palsy) is reviewed. Assessment and intervention practices are introduced from a theoretical and applied perspective, pertinent to the specific etiologies of atypical language disorders.

Prerequisite: permission of the department chairperson.

Open only to SPAA graduate students.

640 Dysphagia. (3) Introduction to dysphagia with emphasis on knowledge needed to evaluate and treat adults with swallowing disorders. Current trends and issues will be studied. Normal and disordered swallowing across lifespan examined. Clinical and ethical decision making will be discussed.

Prerequisite: permission of the department chairperson.

Open only to SPAA graduate students.

642 Audiology for Speech-Language Pathologists. (2)

Overview of audiology oriented toward the needs of speech-language pathologists. Hearing screening and follow-up. Audiogram interpretation. Hearing aids and FM systems. Cochlear implants. Central

auditory processing problems: symptoms and management.

Prerequisite: SPAA 343, 344 or permission of the department chairperson.

643 Speech-Language Pathology for Audiologists. (2) Overview of speech-language pathology oriented toward the needs of audiologists.

Prerequisite: SPAA 210, 371.

648 Hearing Anatomy, Physiology and Disorders. (4) Graduate level study of the anatomy and physiology of the hearing mechanism and of conductive, sensorineural, and central hearing disorders.

Prerequisite: SPAA 343.

649 Clinical Orientation and Practicum in Audiology. (2-10) Orientation to clinical practicum in audiology.

Practicum experience in a variety of diagnostic and habilitative procedures.

Prerequisite: SPAA 343, 344 and concurrent or prior enrollment in SPAA 655; permission of the department chairperson.

A total of 10 hours of credit may be earned.

650 Pediatric Audiology. (3) Topics specific to the nature and management of auditory problems in children.

Development of the auditory system.

Genetics of hearing loss. Syndromes associated with hearing loss.

Educational audiology.

Prerequisite: SPAA 343, 344.

651 Auditory Problems and Management in Adults. (3)

Topics specific to the nature and management of auditory problems in adults. Tinnitus, cerumen management, assistive devices, adult and aural rehabilitation and hearing aid orientation, self assessment scales, consumer groups and advocacy.

Prerequisite: SPAA 343, 344.

652 Psychoacoustics, Instrumentation, and Calibration. (3) Psychoacoustics and acoustic phonetics. Calibration of audiologic equipment.

Prerequisite: SPAA 260, 659.

653 Balance Function and Assessment. (3)

Anatomy and physiology of balance. Assessment of balance function through electronystagmography, evoked potentials, and other available measures. Diagnosis and treatment of balance disorders as related to the audiology scope of practice.

Prerequisite: SPAA 161, 343;
permission of the department
chairperson.

654 Evoked Potential Testing. (3) Nature, use, administration, and interpretation of evoked potentials. Relationship of evoked potentials to other diagnostic procedures.

Prerequisite: SPAA 161, 343, 648;
permission of the department
chairperson.

655 Diagnostic Audiology. (3) Standard audiological testing and interpretation. Masking. Speech audiometry. Functional disorders: symptoms and diagnostic procedures. Immittance testing and interpretation.

Prerequisite: SPAA 260, 343.

656 Speech Perception and Hearing Aids. (4) Hearing loss and speech perception as related to amplification. Overview of hearing aids.

Prerequisite: SPAA 655.

657 Advanced Diagnostic Audiology. (3) Site-of-lesion tests other than immittance, evoked potentials, and electronystagmography. Central auditory processing disorders: nature, diagnosis, and management.

Prerequisite: SPAA 655.

658 Private Practice and Related Professional Issues. (2) Consideration of issues related to private practice audiology. Includes information on how the history of audiology and hearing aid dispensing has affected the profession. Other professional issues, such as certification and licensing, will be discussed.

659 Industrial and Other Audiologic Settings. (1) Audiologic practice in industrial and other settings.

Prerequisite: SPAA 655.

660 Otoacoustic Emissions. (2) Nature, use, administration, and interpretation of otoacoustic emissions. Relationships of otoacoustic emissions to other diagnostic procedures.

Prerequisite: SPAA 343, 648;
permission of the department
chairperson.

661 Cochlear Implants. (2) Cochlear implants, including candidacy, devices, speech perception and production, aural rehabilitation, and educational implications. Includes brainstem implants.

Prerequisite: SPAA 343, 344, 648, 650,
654, 656, 657.

662 Pharmacology for Audiologists. (2) Pharmacology as related to the practice of audiology, including ototoxic agents and interdrug reactions.

Prerequisite: SPAA 648, 655.

663 Counseling Issues in Audiologic Practice. (1) Counseling issues related to the practice of audiology.

Prerequisite: SPAA 650, 651, 655.

664 History and Issues of the Profession of Audiology. (1) History of the profession of audiology. Past, present, and future issues facing the profession.

690 Seminar in Speech-Language Pathology. (1–6) Seminars will be offered on selected topics in speech-language pathology. Topics to be covered will be identified in advance for each seminar offered.

Prerequisite: permission of the
department chairperson.

A total of 12 hours of credit may be earned, but no more than 6 in any one semester or term.

691 Seminar in Audiology. (1–4) Offered on selected topics in audiology. Topics to be covered will be identified in advance for each offering.

Prerequisite: permission of the
department chairperson.

A total of 4 hours of credit may be earned.

692 Directed Study in Speech-Language Pathology and Audiology. (1–3) Individual directed study in speech-language pathology and audiology.

Prerequisite: permission of the
department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

693 Internship in Speech Pathology or Audiology. (3–9) On-the-job experience in such places as hospitals, rehabilitation centers, private practices, nursing homes, community speech and hearing centers, etc.

Prerequisite: permission of the
department chairperson.

A total of 18 hours of credit may be earned, but no more than 9 in any one semester or term.

695 School Internship in Speech-Language Pathology or Audiology. (3–9) On-the-job experience in a school setting.

Prerequisite: permission of the department chairperson.

A total of 18 hours of credit may be earned, but no more than 9 in any one semester or term.

749 Audiology Practicum. (1–4)

Supervised clinical practicum in audiology on and off campus. Experience in a variety of diagnostic and rehabilitative procedures.

Prerequisite or parallel: SPAA 343, 655; permission of the department chairperson.

A total of 26 hours of credit may be earned, but no more than 4 in any one semester or term.

Open only to AuD students.

766 Hearing Aids 2. (3) Advanced course on hearing aids, including middle ear implants.

Prerequisite: SPAA 656.

770 Clinical Rounds in Audiology. (2)

In-depth review and analysis of a variety of clinical cases in audiology.

Prerequisite: permission of the department chairperson.

Parallel: SPAA 771.

Open only to third-year AuD students.

771 Clinical Project in Audiology. (1)

Capstone clinical project on an approved audiologic topic.

Prerequisite: permission of the department chairperson.

Parallel: SPAA 770.

Open only to third-year AuD students.

793 Audiology Externship. (3)

Full-time, 12-month externship in an approved audiologic facility under the joint supervision of the university audiology faculty and the externship site professional staff. Externship may be completed at one or more sites. Taken for three consecutive semesters. Externship replaces the clinical fellowship year requirement of the America Speech-Language-Hearing Association.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to AuD students.

TEACHERS COLLEGE

www.bsu.edu/teachers

Teachers College, 1008, (765) 285-5251

Dean of the College: Roy A. Weaver

Acting Associate Dean: Lawrence Smith

Ball State University's Teachers College is one of the largest granters of professional education degrees in the United States. The college's reputation for leadership is the result of its emphasis on educational practice and applied research.

The appeal of graduate programs in Teachers College arises from small class sizes that enable students to develop close working relationships with faculty and to interact frequently with their peers. Graduate programs emphasize practicing skills that emerge from theory and research, selected study of research with implications for solving problems or improving practice, opportunities to conduct significant research studies under the guidance of scholars, and an excellent placement record.

For many years, graduate programs in education focused on training and developing instructional and administrative leaders in traditional school settings. More recently graduate programs have been created to broaden the expertise of managers in business, industry, and community organizations; to train psychologists for work in community agencies and private practice; and to provide second-career opportunities for retirees from military, corporate, and government positions.

Teachers College offers doctoral, specialist, and master's degree programs in a variety of subjects. Degrees are offered by the Department of Counseling Psychology and Guidance Services (PhD in counseling psychology, MA in counseling, MA in social psychology dual major in social psychology and vocation rehabilitation counseling), the Department of Educational Leadership (EdD and MAE in educational administration and supervision, EdS in school superintendency), the Department of Educational Psychology (PhD, EdS, and MA in school psychology, and PhD and MA in educational psychology), the Department of Educational Studies (MA in adult and community education, EdS and MA in curriculum and educational technology, MA in executive development for public service, MA in secondary education, MA in student affairs administration in higher education, EdD in adult, higher, and community

education), the Department of Elementary Education (PhD, EdD, and MAE in elementary education, and MAE in teaching elementary education), and the Department of Special Education (MA, MAE, and EdD in special education).

See the Science listing under the College of Sciences and Humanities, page 158, for the doctoral programs in science and science education.

Applicants for graduate programs in Teachers College must meet all university admission requirements. In addition, applicants for specialist (EdS) and doctoral (PhD, EdD) programs must submit their scores on the verbal and quantitative sections of the Graduate Record Examination. Individual departments may establish other admission requirements. Students admitted to MAE programs are required to complete three courses from a professional education core, including the following:

Educational Foundations

PREFIX NO SHORT TITLE CR HRS

One course from

CPSY	621	Theo Tch Cou (3)	
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
	660	Comparativ Ed (3)	
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	3

Educational Research and Measurement

PREFIX NO SHORT TITLE CR HRS

One course from

CPSY	653	Res Cpy Guid (3)	
EDEL	676	Res Elem Edu (3)	
EDJHM	676	Res JR/MD Ed (3)	
EDPSY	640	Methodology (3)	
	641	Statist Meth (3)	
	646	Tests Meas (3)	
EDSEC	676	Res Sec Ed (3)	
SPCED	636	Res Spec Ed (3)	3

Pedagogy and Curriculum

PREFIX NO SHORT TITLE CR HRS

One course from

EDCUR	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	
	671	Eval Ed Prog (3)	
	673	Eval Ed Mtrl (3)	
EDEL	626	Dis Clsrm Mt (3)	
	640	Early Childh (3)	
	644	Educ Div Soc (3)	
	690	Practm El Ed (1-8)	
EDTEC	550	Curric Tech (3)	
EDMUL	660	Mlti Clt Eth (3)	

EDRDG	610	El Sch Readg (3)	
	620	Content Rdg (3)	
EDSEC	534	Class Mgt (3)	
	690	Prctm Sec Ed (1-9)	
	695	Dyn Sec Clrm (3)	
EDPSY	520	Int Gft/Tlnt (3)	
SPCED	600	Except Child (3)	
	625	Curr Topics (3)	3-9

Some programs require specific courses.

Students admitted to doctoral programs in Teachers College must complete the following: EDPSY 640 or equivalent, 641 and 642 or another course from among qualitative and quantitative options: ID 705; one course from humanistic studies; and one course from behavioral studies.

EDUCATION: GENERAL (EDGEN)

500 Analysis of Contemporary

Educational Issues. (1-8)

Crucial contemporary issues in education are studied to determine their origin, status, and significance; to search for possible solutions through in-depth analysis; and to arrive at logical and practical personal positions.

A total of 8 hours of credit may be earned.

690 Independent Study. (1-4) Designed to meet the needs of students who wish to conduct independent study and research in education.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

692 The Supervision of Student Teachers. (3) For elementary and secondary teachers, school supervisors and administrators who will be cooperating in student-teaching

programs. Placement and orientation of student teachers, program experiences for student teachers, diagnosing teaching difficulties, conference procedures, and evaluation techniques.

EDUCATIONAL LICENSE OFFICE

www.bsu.edu/teachers/otes/licensing

Teachers College, 903, (765) 285-1168

Director of Educational Licenses: Judy A. Miller

Licensing Advisor: Jane Thomas

Teaching Licenses (a portion of these undergraduate programs may be taken as graduate level for licensing-only graduate students)

Business Education
 Career/Technical Ed—Business
 Career/Technical Ed—Marketing
 Career/Technical Ed—Family and Consumer Sciences
 Career/Technical Ed—Trade and Industrial
 Chemistry
 Communication Disorders (speech pathology master's level license)
 English/Language Arts (includes speech option)
 English as a New Language (graduate level program)
 Exceptional Needs—Mild Intervention
 Exceptional Needs—Intense Intervention
 Exceptional Needs—Visually Impaired
 Exceptional Needs—Hearing Impaired
 Fine Arts—Theater Arts
 Fine Arts—Instrumental and General Music
 Fine Arts—Vocal and General Music
 Fine Arts—Visual Arts
 Foreign Language—French
 Foreign Language—German
 Foreign Language—Japanese
 Foreign Language—Latin
 Foreign Language—Spanish
 Generalist: Early Childhood (Birth—Grade 3)
 Generalist: Early and Middle Childhood (Elementary)

Generalist: Early Adolescence (jr. high—must have 2 core content areas or a nongeneralist license in a specific content area)

Options for the 2 core content areas required above are as follows:

Earth/Space Science
 Life Science (biology and general science)
 Physical Science (chemistry and physics combination)

Journalism
 Library/Media
 Mathematics
 Physics

Sciences:

Earth/Space Sciences
 Life Sciences
 Physical Sciences

Social Studies: (3 areas required on this license)

Economics
 Geographical Perspectives
 Government and Citizenship
 Historical Perspectives
 Psychology
 Sociology
 Technology Education

Licensing Programs

Programs at the graduate level preparing persons for teacher licensure are based on the current rules and standards "Rules 2002" for the state of Indiana. The Indiana Professional Standards Board has approved programs at Ball State University that meet the requirements for the following license types:

Instructional
School Services
Administrative

Programs for those students currently in programs who started prior to fall 2002 and will complete prior to June 2006, are under licensing "Rules 46-47." These licensing programs must be completed and the licenses applied for prior to June 2006. Licenses available under these rules included the following license types:

Instructional
Instructional Supervision
School Services
Administrative

These are available at the following license gradations:

Initial Practitioner to Proficient Practitioner

Anyone finishing a licensing program under licensing "Rules 46-47" who began a program prior to fall 2002 and also finishes that program and applies for the license prior to June 2006 will be issued a **standard** license rather than an initial practitioner license. This license will be valid for five years. The Beginning Teacher Internship Program (BTIP) must be completed and the back of the license signed by the employing principal to be valid from then until the expiration date on the license. This standard license must be renewed every five years as outlined for the proficient practitioner license below.

Under new state licensing rules "Rules 2002," which went into effect fall semester 2002, the initial license issued within each license type will be the **initial practitioner** license. Upon successful completion of the two-year Beginning Teacher Assessment Program (BTAP), those teachers eligible may apply for a proficient practitioner license. State-projected start date for the BTAP is fall 2003. This **proficient practitioner** license must be renewed every five years by completing renewal requirements set by the Indiana Professional Standards Board (IPSB). If these requirements are met by completing 6 semester hours of course work through Ball State, our office must approve application for renewal and forward application materials to the IPSB for processing.

Accomplished Practitioner

Anyone finishing a licensing program under licensing "Rules 46-47" who began a program prior to fall 2002 and also finishes that program and applies for the license prior to June 2006 will be issued a **professional** license rather than an accomplished practitioner license. This professional license equates to a one-time ten-year license renewal.

Under new state licensing rules "Rules 2002," which went into effect fall semester 2002, the **accomplished practitioner** license will be valid for 10 years and issued as the highest grade of license. This license may be earned by completing all of the requirements set by the Indiana Professional Standards Board (IPSB) for this license. These requirements include experience of a minimum of five years on a proficient practitioner license, along with a master's degree, EdS, EdD, or PhD and any additional requirements set by the IPSB, as well as certification by the National Board of Professional Teacher Standards of a teaching area recognized by the board.

LICENSE RENEWAL

The license is valid for five years from the *date of application*, if the licensee has completed an approved program and required tests within the five-year period immediately preceding application. If application is not made within that five-year period the applicant must complete an additional 6 semester hours of approved academic credit and required tests before licensure. Six semester hours of approved credit are required for each renewal or alternate criteria set by IPSB.

Licenses must be renewed every five years, except for the professional license, for which the initial licensing period is ten years, followed by five-year renewal periods. The professional license may be renewed by completing 6 semester hours of approved academic credit or alternate criteria set by IPSB.

Credit for renewal must be earned *only* during the five-year period immediately preceding the renewal application and in the certification major, minor, or professional education. Approval of credits for license renewal is guided by official university policy as well as state guidelines and is administered by the Educational License office.

Policy for Renewing Instructional, School Services, or Administrative Licenses

Indiana instructional, school services, and administration and supervision licenses may be renewed with 6 semester hours of academic credit in “the major, minor, or professional education or alternate criteria set by IPSB.” The terms *major* and *minor* refer to areas already on the candidate’s license including majors, minors, primary areas, supporting areas, and endorsements. The term *professional education* refers to the type of course that may be used to meet the professional education requirements of the candidate’s license.

Candidates who expect to receive the recommendation for license renewal from Ball State University must comply with the following policies when making decisions about course selection for purposes of license renewal:

Renewing the Standard or Professional License

All course work must meet the following criteria:

- At least 3 of the 6 semester hours must be earned through Ball State University.
- Graduate (or undergraduate) credit must be earned with a minimum grade point average of 2.5 and no grades below C.
- Graduate credit will not be accepted if earned by correspondence or a similar method, e.g., noninteractive television. Courses offered by other institutions by television or video will be considered unacceptable unless the applicant can verify that the courses were interactive in nature.
- The credit must be earned during the five-year period immediately preceding the license renewal.
- The courses must be in (or related to) the subjects or disciplines on the candidate’s license.
- The courses must be appropriate for the license held by the candidate.

Before registering for courses to be used for license renewal, make sure they can be counted for that purpose, especially if they are questionable. A written statement of approval can be obtained from the Educational License office stating that the course(s) will count for that purpose.

Renewing the Limited License

All course work (professional education, subject-matter, and general education) taken to renew the **limited license** must be selected only from the list of deficiencies for earning the **standard/initial practitioner license** as determined by the Educational License office. In addition, it must meet all of the criteria specified in the previous section with one exception: the credit must have been earned during the previous academic year.

Additional license areas may receive approval from the Indiana Professional Standards Board (IPSB). See the Educational License office for more information.

REQUIREMENTS FOR ADMINISTRATIVE LICENSES

District Administrator: Superintendent

- Requires a minimum of an EdS degree in school superintendency.
- School Leaders Licensure Assessment completed with a score of 165 or higher.
- Further information regarding this program may be obtained by contacting the Educational License office.

BUILDING LEVEL ADMINISTRATOR (K–12)

The following items, along with the required course work, must be completed prior to applying for this license:

- Master’s degree completed (Ball State’s program or a program taken elsewhere). Students who wish to complete this program as a combined master’s degree and a licensing program, must meet all admission criteria for a master’s and be accepted through the Department of Educational Leadership and the Graduate School. Completion of the courses below will not guarantee a master’s degree will be granted, unless you have been accepted into the master’s degree program.
- Two years of teaching experience in an accredited school or schools in the grade coverage and areas as listed on your standard or proficient grade teaching license. This must be verified in the form of a letter by your employing school system and

submitted to the Educational License office prior to or at the time of application for this license.

- School Leaders Licensure Assessment test completed with a satisfactory score.

PREFIX	NO	SHORT TITLE	CR	HRS
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Required courses

EDAD	600	Intro Ed Led	3
	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethcs	3
	686	School Law	3
	689	Sch Principl	3
	694	Princ Intern (3)	6
EDCUR	601	Curric Devel	3
EDPSY	640	Methodology	3
EDSUP	650	Superv Instr	3

One course from

EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3

36 hrs

District Administrator: Director of Curriculum and Instruction

The IPSB has not determined these requirements. See the Educational License office for further information.

Director of Exceptional Needs

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

Students must hold a master's degree to obtain this license. In addition, at least a proficient practitioner level license is required to enroll in this program.

PREFIX	NO	SHORT TITLE	CR	HRS
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Required courses

SPCED	637	Or Adm Sp Ed	3
	660	Seminar (3-9)	3
	687	Assmt Mild	3
	694	Internship (3-9)	3
EDAD	600	Intro Ed Led	3
	684	Ed Fin Ethcs (3)	
	or		
	685	Fiscal Mangt (3)	3
	687	Legal Aspect	3
	689	Sch Principl	3
CPSY	600	Intro Sch Co (3)	
	or		
SPCED	677	Prnt Exp Chl (3)	3

3 courses from

SPCED	577	Ed C & Y Sev (3)	
	600	Except Child (3)	
	612	Th Pra E Chil (3)	
	631	Micro Exc Ln (3)	
	632	Int Beh Dis (3)	
	686	Intro Mild (3)	
SPAA	543	Intro Aud (3)	9

36 hrs

SPCED 686 is required for students without the prerequisite for SPCED 687.

Director of Career/Technical Education

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

REQUIREMENTS FOR SCHOOL SERVICES LICENSES

School Counselor

- Requires 45–48-semester-hour master's degree in counseling psychology (school track) or a master's degree in community counseling along with the appropriate additional course relating to a school setting to meet the licensing requirements.
- Further information regarding this program may be obtained by contacting the Educational License office or the Department of Counseling Psychology.

School Nurse

- Requires a bachelor's degree in nursing along with a registered nurse's (RN) license from the Indiana Health Professional Bureau.
- Further information regarding the process of applying for this license may be obtained by contacting the Educational License office.

School Psychologist

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

Speech, Language, and Hearing Clinician

See the Department of Speech Pathology and Audiology for more information.

REQUIREMENTS FOR SPECIAL EDUCATION LICENSES

The following licensing programs can only be added to existing licenses as minor areas:

Early Childhood Special Education

This program adds the developmental level Early Childhood (birth-5 years) to an existing special education license.

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	600	Except Child	3
	612	Th Pra E Chil	3
	613	Assess ECSE	3
	614	In & Tod Mth	3
	616	Met Pr Sp Nd	3
	617	Prac ECSE (1-12)	4
	677	Prnt Exp Chl	3
EDPSY	627	Child Devel	3

 25 hrs
Exceptional Needs: Hearing Impaired

The Indiana developmental levels covered by the Exceptional Needs: Deaf license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	540	Hist Ed Deaf	3
	546	Sp Com Deaf	3
	548	Prac Deaf	3
	554	Languag Deaf	3
	556	Lan Mth Deaf	3
	558	Reading Deaf	3
	600	Except Child	3
	670	Prac Deaf (1-9)	3
SNLNG	551	Sign Lang 1	3
	552	Sign Lang 2	3
SPAA	543	Intro Aud	3

 33 hrs
Exceptional Needs: Mild Intervention

This licensure program requires an existing elementary and/or secondary teaching license. The Indiana developmental levels covered by the Exceptional Needs: Mild Intervention license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX NO SHORT TITLE CR HRS

The following courses or approved undergraduate equivalents

SPCED	600	Except Child	3
	603	Collab Spc Ed	3
	632	Int Beh Dis	3
	686	Intro Mild	3
	687	Assmt Mild	3
	688	Meth Mild In	3
	697	Prac Mild In (1-9)	3
EDPSY	606	Bhav Anls Ed	3

 24 hrs
Exceptional Needs: Intense Intervention

The Indiana developmental levels covered by the Exceptional Needs: Severe Intervention license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	566	Phys Disabil	3
	577	Ed C & Y Sev	3
	578	Mth C & Y Sev	3
	579	Ed Mth Sev	3
	580	Ed High Sev	3
	600	Except Child	3
	631	Micro Exc Ln (1-9)	3
	693	Prac Ph MH (1-9)	3
	698	Prac Mod Sev (1-9)	3
EDPSY	606	Bhav Anls Ed	3

 30 hrs
Exceptional Needs: Visually Impaired

For teachers wishing to add the license area of visual impairment to their existing license.

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	651	The Eye	3
	652	Programs V I	3
	653	Com Skil V I	3
	654	Ins Accom V I	3
	655	O & M V I	3
	656	Practicum V I	3

 18 hrs
Teaching License Supplemental Areas—(only to be added to existing teaching licenses)**Adapted Physical Education**

This license area may only be added to an existing physical education or exceptional needs teaching license.

Computer Education

This license area may only be added to an existing teaching license.

Computer Education Teaching License (nonstand-alone license)

PREFIX NO SHORT TITLE CR HRS

One course from each area:

EDTEC	520	Teach Tech (3)	
	or		
	550	Curric Tech (3)	3
	670	Tech Pol Ped	3
	585	School Infra (3)	
	or		
	675	Distance Ed (3)	3
	552	Web Mltmedia (3)	
	or		
	655	Inquiry Simu (3)	
	or		
	660	Instr Design (3)	3
	665	Digital Lit (3)	
	or		
EDRDG	545	Compt In Rdg (3)	3
SPCED	631	Micro Exc Ln (1-9)	3
			18 hrs

3 hours from

EDTEC	550	Curric Tech (3)
	680	Advanc Media (3)
	685	Ed Info Lead (3)
	690	Practicum (2-4)
	699	Ind Study (1-4)

EDRDG	545	Compt in Rdg (3)	
MATHS	631	Tech Mth Tch (3)	
CS	516	Intro Prog 2 (3)	3
			21 hrs

- The computer education license is available only to teachers who already hold a current elementary, secondary, or all-grade teaching license.
- EDTEC 550 can not be counted toward the license if the student has credit in EDTEC 520. At the discretion of the Department of Educational Studies graduate advisor or EDTEC program advisor, an introductory course in educational computing may be required for a student seeking a computer education license. If so, any course designed for teachers that is an introduction to computers may be substituted for EDTEC 520. In such cases, EDTEC 550 must be taken as an elective. If EDTEC 520 is taken to meet the introductory skill need, EDTEC 550 can not be taken as an elective.
- Any content-area course that addresses significant curriculum integration of technology may be substituted for EDRDG 545 or MATHS 631.

Gifted and Talented Education

This license area may only be added to an existing teaching license.

COUNSELING PSYCHOLOGY AND GUIDANCE SERVICES

www.bsu.edu/counselingpsych

Teachers College 622, (765) 285-8040

Chairperson: Sharon L. Bowman

Director of Doctoral Program: Lawrence Gerstein

Director of Counseling Master's Program: Phyllis Gordon

Director of Social Psychology Master's Program: Michael J. White

Graduate Faculty: Aegisdottir, Alexander, Bowman, Dixon, Gerstein, Gordon, Kruczek, Nicholas, Perrone, Spengler, Tschopp, White

The department's graduate programs train school, community agency, mental health, and vocational rehabilitation counselors at the master's level, offer master's degree-level studies in social psychology, and prepare

counseling psychologists at the doctoral level. The master's degree program in counseling, community track, and school track are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the doctoral program and school track are accredited by the American Psychological Association (APA). The rehabilitation track is accredited by a Council of Rehabilitation Educators (CORE). Degree minors are available to students from other degree or certification programs.

Departmental programs emphasize a balance between didactic and experiential course contact. The scientist-practitioner model of training emphasizes the integration of practice and research as a mode of problem solving and thinking. A departmental clinic provides opportunity for practicum experiences. Field experiences and internships offer additional integrative experiences.

Student financial support includes doctoral and graduate assistantships.

PROGRAMS

Master of arts degrees (MA) in social psychology and counseling, dual major in social psychology and vocational rehabilitation counseling; doctor of philosophy degree (PhD) in counseling psychology

Admission

Applicants must apply to both the Graduate School and the Department of Counseling Psychology and Guidance Services. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Application deadlines for the programs are as follows: February 1 for the doctoral program; February 1 and June 15 for the MA in counseling (community and school) and MA in social psychology programs; there is no deadline for the MA in counseling (vocational rehabilitation) program. Separate application forms are required by the Graduate School and the department.

MASTER OF ARTS IN SOCIAL PSYCHOLOGY

The MA program in social psychology is designed to give students a strong background for entry into professions such as junior college teaching or program evaluation and personnel work in schools, industry, and other organizations or for further graduate study leading to the doctorate. The MA

in social psychology can be of great value in support of careers in education, counseling, social work, criminology, anthropology, special education, and personnel work.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
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General Track

Social Psychology

Four courses from

SOPSY	610	Social	(3)	
	615	Social Cog	(3)	
	620	Group Dynamc	(3)	
	640	Attitudes	(3)	
	655	Coun Applic	(3)	
	660	Contemporary	(3)	12

Educational Psychology

One course from

EDPSY	641	Statist Meth	(3)	
	642	Interim Stat	(3)	3

Counseling Psychology

CPSY	653	Res Cpy Guid		3
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Directed electives from ANTH, CPSY, EDPSY, PSYSC, SOC, SOPSY, THES; professionalization of a teaching major or minor; or minors and electives

12

30 hrs

Applied Track

The applied social psychology program trains students to apply social psychology in industrial and management settings.

Social Psychology			
SOPSY	610	Social	3
	620	Group Dynamc	3
	640	Attitudes	3
	690	Semnr Social	1
PSYSC	573	Industrial	3
	623	Theor Persnl	3
MGT	500	Mng Org Beh	3
EDPSY	641	Statist Meth	3
	642	Interim Stat	3
PSYSC	680	Res Meth Psy (3)	
	or		
CPSY	653	Res Cpy Guid (3)	3

28 hrs

Complete 12 hours in one area of emphasis: (Courses that require prerequisites must be approved in advance by a memo from the social psychology program director.)

Management

BL	560	Survey B L (3)	
ECON	509	Survey Econ (3)	
FIN	500	Corporation (3)	
MKG	505	Survey Mrktg (3)	
PSYSC	574	Org Develmnt (3)	
SOPSY	695	Intrn Social (3)	

Testing

EDPSY	646	Tests Meas (3)	
MGT	661	Hman Res Mgt (3)	
PSYSC	575	Select Place (3)	
SOPSY	695	Intrn Social (3)	

Personnel

CPSY	610	Career Theor (3)	
	614	Career Couns (3)	
MBA	601	Leadership (3)	
MGT	661	Hman Res Mgt (3)	
SOPSY	695	Intrn Social (3)	12

40 hrs

**MASTER OF ARTS WITH DUAL
MAJOR IN SOCIAL PSYCHOLOGY
AND VOCATIONAL
REHABILITATION COUNSELING**

Degree Requirements

PREFIX	NO	SHORT TITLE	CR HRS
CPSY	603	Intro Rehab	3
	606	Pre-Practm	3
	607	Apprais Meth	3
	608	Psysoc Rehab	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	635	Med Disabil	3
	644	Practm Couns	3
	678	Coun Cul Dif	3
	689	Case Mgt Reh	3
	695	Field Intrn (3–12)	6
SOPSY	620	Group Dynamc	3

Four courses from

SOPSY	610	Social (3)	
	615	Social Cog (3)	
	640	Attitudes (3)	
	655	Coun Applic (3)	
	660	Contemporary (3)	12

One course from

CPSY	631	Personality (3)	
	636	Psychopathol (3)	
EDPSY	603	Human Devel (3)	3

One course from

EDPSY	641	Statist Meth (3)	
	642	Interim Stat (3)	3

One course from

CPSY	653	Res Cpy Guid (3)	
RES	697	Research Ppr (1–3)	
THES	698	Thesis (6)	3

60 hrs

MASTER OF ARTS IN COUNSELING

An entry-level degree designed for students interested in starting careers in the helping professions. Designed to give students the beginnings of a professional identity as counselors so that they can work in a variety of community settings (community track), in public schools (school track), or in vocational rehabilitation. It is also designed as a predoctoral study program in counseling psychology.

Degree Requirements

- Completion of 15-semester or 24-quarter hours of undergraduate psychology courses with 3.0 grade point average on a 4.0 scale.
- Application to the department as well as to the Graduate School.
- MA candidates must pass a written content examination after completing at least 30 hours of course work, pass a computerized ethics test, and receive a grade of *B* or better in pre-practicum, practicum, and internships. THES 698 (6) or RES 697 (3) may substitute for CPSY 653.

PREFIX	NO	SHORT TITLE	CR HRS
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Community Track**Counseling Psychology**

CPSY	605	Com Mh Couns	3
	606	Pre-Practm	3
	607	Apprais Meth	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	644	Practm Couns	3
	646	Advd Pract	3
	653	Res Cpy Guid	3

678	Coun Cul Dif	3
688	Group Technq	3
695	Field Intrn (3–12)	3
One course from		
CPSY 631	Personality (3)	
636	Psychopathol (3)	3
Educational Psychology		
EDPSY 603	Human Devel	3
641	Statist Meth	3
6 hours from approved electives		
		6
		<hr/> 48 hrs

Mental Health Counseling Track

Counseling Psychology		
CPSY 605	Com Mh Couns	3
606	Pre-Practm	3
607	Apprais Meth	3
609	Couns Ethics	3
610	Career Theor	3
621	Theo Tch Cou	3
623	Spec Tech Co (2–6)	3
636	Psychopathol	3
644	Practm Couns	3
646	Advd Pract	3
678	Coun Cul Dif	3
688	Group Technq	3
695	Field Intrn (3–12)	9
EDPSY 603	Human Devel	3
641	Statist Meth	3
6 hours of approved electives		
		6
One course from		
CPSY 653	Res Cpy Guid (3)	
RES 697	Research Ppr (1–3)	
THES 698	Thesis (1–6)	3
		<hr/> 60 hrs

School Track

Counseling Psychology		
CPSY 600	Intro Sch Co	3
606	Pre Practm	3
607	Apprais Meth	3
610	Career Theor	3
621	Theo Tch Cou	3
644	Practm Couns	3
646	Advd Pract	3
653	Res Cpy Guid	3
685	Org Guid Pro	3
688	Group Technq	3
695	Field Intrn (3–12)	3
One course from		
CPSY 614	Career Couns (3)	
657	Obj Apprais (3)	3
One course from		
CPSY 631	Personality (3)	
636	Psychopathol (3)	3
One course from		
CPSY 678	Coun Cul Dif (3)	
EDMUL 660	Mlti Clt Eth (3)	
670	Multrl Minor (3)	3

Educational Psychology		
EDPSY 603	Human Devel	3

Education courses

One course from		
EDFON 631	Philosophy Ed (3)	
641	Hist Amer Ed (3)	
651	Ed Sociology (3)	
EDCUR 610	Elem Sch Cur (3)	
620	Sec Sch Cur (3)	
630	Jr H Mid Cur (3)	
EDEL 600	Bas Concep El (3)	
626	Dis Clsrm Mt (3)	
EDSEC 534	Class Mgt (3)	
695	Dyn Sec Clrm (3)	
EDJHM 512	Instrl Strat (3)	3
		<hr/> 48 hrs

Candidates will be issued the school services standard license for counselor after they have completed the following state requirements:

- One of the following professional experiences: (1) two years of creditable teaching experience, (2) a valid out-of-state school counseling license and one year of experience as a school counselor in another state, or (3) an internship in a school setting for one academic year.
- A master's degree in counseling or a related field and 30 semester hours in counseling and guidance at the graduate level.
- Completion of a supervised practicum in counseling with students at all levels.
- Recommendation by the accredited institution where the approved qualifying program was completed.

The holder of the school services license is eligible to serve as a counselor at all grade levels.

Vocational rehabilitation track

CPSY 603	Intro Rehab	3
606	Pre Practm	3
607	Apprais Meth	3
608	Psysoc Rehab	3
610	Career Theor	3
621	Theo Tch Cou	3
635	Med Disabil	3
636	Psychopathol	3
644	Practm Couns	3
678	Coun Cul Dif	3
688	Group Technq	3
689	Case Mgt Reh	3
695	Field Intrn (3–12)	6
EDPSY 603	Human Devel	3
Research component		3–6
		<hr/> 48 hrs

**DOCTOR OF PHILOSOPHY IN
COUNSELING PSYCHOLOGY**

The PhD in counseling psychology includes theoretical bases, an experiential component, a research component, and a variety of assistantship assignments. The program contains a core of psychology courses in the social, biological, cognitive, affective, and individual bases of behavior. Most students complete the degree in three to four years.

Degree Requirements

Comparable courses may be substituted for some of these courses upon approval of the student's doctoral committee.

PREFIX NO SHORT TITLE CR HRS**Counseling Psychology**

CPSY	610	Career Theor	3
	636	Psychopathol	3
	678	Coun Cul Dif	3
	688	Group Technq	3
	720	Adv Theories	3
	722	Theo Tch Sup	2
	740	Prac Co Supv	1
	746	Doc Prac 1	3
	747	Doc Prac 2	3
	753	Adv Research	3
	797	Doc Semnr 1	2
	799	Intrn Co Psy	0

One course from

CPSY	652	Proj Apprais (3)	
	657	Obj Apprais (3)	3

Educational Psychology

EDPSY	642	Interim Stat	3
	650	Indv Test WS	3
	746	Theory Meas	3

One course from

EDPSY	741	Ap Regres An (3)	
	742	Statist Tech (3)	
	743	Factor Anly (3)	3

Psychological Science

PSYSC	691	Systems	3
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One course from

PSYSC	668	Physiological (3)	
	695	Seminar	
		(Psychopharm) (3)	
EDPSY	652	Neuro Assess (3)	3

One course from

PSYSC	615	Learn Motiva (3)	
EDPSY	611	Creativ Thkg (3)	
	765	Theor Learnng (3)	
	768	Cognit Devel (3)	3

Social Psychology**Two courses from**

SOPSY	610	Social (3)	
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615	Social Cog (3)	
620	Group Dynamc (3)	
640	Attitudes (3)	
655	Coun Applic (3)	
660	Contemporary (3)	6

Dissertation

DISS	799	Drs Dissert (1-10)	10
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Research Requirement

ID	705	Resrch Collq (1-3)	2
		Cognate(s)	24-30

The cognate requirement consists of either one 24-hour cognate in psychology or two 15-hour cognates, at least one of which must be in psychology. Some of the above courses may be applied to the cognate(s), depending on which cognates are chosen.

**Elective in Counseling
Psychology**

3

98 hrs

In addition to the requirements listed above, each candidate for the PhD in counseling psychology must

- have an assistantship position, which is automatically awarded upon acceptance to the program, of 20 hours a week during the first academic year of required residence. One first-year student per year may decline the assistantship during the first year, with permission of the department. Assistantships are also available during the second and third years. Responsibilities include instructional services, counselor supervision, administrative assignments, practicum clinic staffing, and research. In addition to a stipend, an assistantship includes a remission of fees for course work.
- have at the end of master's and doctoral work at least 400 hours of practicum experience, with at least 150 hours in direct service experience and 75 hours in formally scheduled supervision. Students are advised to enroll in CPSY 749 Practicum in Supervised Experience in Counseling Psychology (1-6) every semester in which they see clients before internship.
- have proficiency in two of the following as demonstrated by meeting departmental criteria: using computers, research techniques, foreign language (proficiency will be determined by the Department of Modern Languages and Classics).

- have research experience supervised by departmental faculty before and in addition to the dissertation.
- complete an APA- or APPIC-approved internship (CPSY 799) for a minimum of 1,500 hours or a calendar year.

Before accepting an internship, students must satisfactorily complete the following experiences: ethics examination, written and oral preliminary examination, comprehensive practitioner skills examination, and dissertation proposal.

COUNSELING PSYCHOLOGY (CPSY)

600 Introduction to School Counseling.

(3) Counseling and guidance in the schools for counselors, teachers, administrators, and other educational personnel. History and philosophy of school counseling, counselor roles and function, modes of intervention (e.g., direct services, consultation, curriculum), and ethics of school counseling will be studied.

603 Introduction to Vocational Rehabilitation Counseling. (3)

Introduction and overview of the profession of rehabilitation counseling including history, philosophy, role and function, preparation, practice, and ethics of the vocational rehabilitation counselor. Includes legislation, societal trends, and organizational structure affecting rehabilitation counseling.

605 Introduction to Community and Mental Health Counseling. (3)

Principles and problems of counseling in an agency setting. History and philosophy of psychological counseling, role and training of the counselor, modes of intervention (e.g., direct service, consultation), and ethics of counseling are included.

606 Pre-Practicum Interviewing Skills.

(3) Experimental laboratory designed to build basic counseling and interviewing skills. Practice in applying skills will take place through simulations, role playing, and audio and videotapes.

607 Appraisal Methods in Counseling.

(3) Overview of measurement principles and major approaches to appraisal of individuals, groups, and environments. Comprehensive appraisal methods, specific techniques for selected problem areas, and standardized vocational and personality tests will be examined

relative to the appraisal process in counseling.

608 Psychosocial Aspects of Rehabilitation. (3) Designed to build experience in counseling persons with disabilities and/or chronic health conditions. Emphasizes an understanding of both the psychological and sociological implications of disability.

609 Counseling Ethics and Professional Issues. (3) An advanced professional issues seminar for mental health counseling students focused on the practice of the licensed mental health counselor in both the private and public sectors. Issues for special attention will include legal, financial, governmental, and ethical considerations.

Prerequisite: CPSY 605, 600 or 603.

Parallel: CPSY 606.

610 Career Theories and Realities. (3) Career development theories; relationships among career choice, life-style, and life-span development; psychosocial and reality considerations in life career development; and applications of theories and reality conditions to self and others.

614 Career Counseling, Assessment, and Interventions. (3) Psychologists' and counselors' roles in using results from career-related assessment and diagnostic tools, intervention strategies related to career exploration, decision making, and life career adjustment; sources and application of career-development materials.

Prerequisite: CPSY 610.

621 Theories and Techniques of Counseling. (3) Investigation of major theories and techniques of counseling and psychotherapy. Examination of behavioral, psychoanalytic, person-centered, existential, and relationship-oriented counseling theories. Therapeutic attitudes, ethics, and techniques and their relationship to theoretical principles and concepts will be addressed.

Prerequisite: CPSY 600 or 603 or 605.

623 Specialized Techniques of Counseling Psychology. (2-6) Seminar devoted to theory and research in treatment and intervention strategies. Topics vary depending upon current interest and importance in counseling psychology.

Prerequisite: CPSY 621.

Parallel: CPSY 645 may be required for some students.

A total of 6 hours of credit may be earned.

631 Introduction to the Study of Personality. (3) An application of psychological principles to an introductory understanding of personality and interpersonal adjustment. Content includes social motivation, frustration, conflicts, adjustive mechanisms, assessment of personality, and some exposure to problems of mental hygiene and psychotherapy.

634 Introduction to Behavioral Medicine. (3) An introduction to interventions appropriate for the counseling psychologist in such areas as smoking cessation, weight management, cardiovascular disease, chronic illness, cancer, and stress management. The theoretical, conceptual, and empirical bases of these interventions will be stressed.

635 Medical Aspects of Disability in Vocational Rehabilitation Counseling.

(3) Overview of the various systems of the human body that are involved in disabilities. Acquaintance with terminology, medical specialties that treat physical systems, various therapeutic approaches, and resources for restoring mental and physical functioning.

Prerequisite: CPSY 603.

636 Psychopathology. (3) Symptoms and dynamics of psychological disorders with primary emphasis on their development, etiology, prevention, and supporting research evidence.

640 Practicum in Group Counseling. (3-6) Supervised experience in a leadership role in various facets of counseling and therapeutic group interaction.

Prerequisite: CPSY 644, 688.

A total of 6 hours of credit may be earned.

644 Practicum in Counseling. (3) Supervised experience in counseling. Emphasizes working with individual clients.

Prerequisite: CPSY 606, 600 or 603 or 605; permission of the department chairperson.

Prerequisite or parallel: CPSY 621.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

645 Practicum in Counseling Psychology. (2-6) Advanced experience in counseling psychology using specialized techniques under supervision.

Prerequisite: CPSY 644.

Parallel: CPSY 623.

A total of 6 hours of credit may be earned.

646 Advanced Practicum in Counseling. (3) Advanced supervised experience in counseling with children, adolescents, adults, couples, and families under the supervision of a professional counselor. Practical experience with the delivery of mental health services including administration, record keeping, and community outreach.

Prerequisite: CPSY 644 and permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

648 Field Experience in Counseling and Guidance. (3-6) Supervised on-the-job experience in a school, business, industry, or community agency in counseling and guidance activities.

Prerequisite: CPSY 646.

A total of 6 hours of credit may be earned.

652 Projective Personality Appraisal.

(3) History and theory of projective testing. Types and uses of projectives in relation to diagnosis, therapy, and evaluation.

653 Research in Counseling Psychology and Guidance. (3) Students will investigate, summarize, and interpret research in counseling psychology and guidance. Each student will write and submit a research report to fulfill course requirements.

657 Objective Personality Appraisal.

(3) The application of objective personality tests to counseling. The primary emphasis is upon using tests as adjuncts to counseling, i.e., diagnosis, evaluation, and therapy. The major emphasis of the course will be on the MMPI.

662 Sex, Marriage, and Divorce Counseling. (3) Principles and techniques of sexual, marital, and divorce counseling. Psychological features of human sexual development and adjustment with emphasis on dysfunction and remediation.

664 Theories and Techniques of Family Therapy. (3) Introduction to various theories and approaches to family therapy including psychoanalytic, systems, strategic, structural, communications, and behavioral. Examination of research in family therapy. Pre-practicum experience in conducting family assessment interviews and family counseling interviews.

675 Counseling the Gifted and Talented. (3) Examination of theory and research on the social, emotional, and career needs of the gifted and talented. Emphasizes counseling program development, models, and skills to meet the special needs of this population.

676 Principles and Practices of Counseling the Older Adult. (3) Fundamentals of the interviewing and counseling process with older persons. Emphasizes basic concepts, principles, and skills of the helping relationship as applied to the special problems of older adults. The counselor's attitudes and feelings toward aging and the aged and their influence on the relationship will be considered.

678 Theories and Techniques of Counseling the Culturally Different. (3) Designed to build expertise in counseling people of black, Hispanic, Asian, and American Indian heritage. Emphasizes understanding the social and political bases of counseling and therapy. Activities may include student case presentation of a client from a different cultural background.

Prerequisite: CPSY 621 or permission of the department chairperson.

685 Organization of the Guidance Program. (3) Organization, administration, and functions of counselors, teachers, and administrators in guidance programs. Emphasizes evaluation and improvement of effectiveness and efficiency of the guidance program in facilitating growth and development.

Prerequisite: 9 or more hours in counseling and guidance courses including CPSY 600, 621.

688 Process and Techniques of Group Counseling. (3) Major approaches to group counseling, including theoretical assumptions and basic principles and techniques. Participation experience provides practice in using various

approaches and focuses on dynamics and processes of interaction(s) in group counseling.

Prerequisite: CPSY 600 or 603 or 605.

689 Case Management in Vocational Rehabilitation Counseling. (3) Includes case management techniques; planning for the provision of rehabilitation services; use of community resources and services; referral; and use of technology in caseload management. Integration of information from program coursework with a focus on delivery of services by the rehabilitation counselor.

Prerequisite: CPSY 603, 635, 644; SPCEd 566.

690 Issues in Counseling. (1-12) Advanced and intensive study in selected areas of student need and interest in counseling. Opportunity for students to choose particular areas for in-depth study under faculty supervision.

A total of 12 hours of credit may be earned.

695 Field Internship in Counseling. (3-12) Intensive supervised experience in application of basic psychotherapeutic procedures and evaluation techniques in an approved and appropriate setting. Experience will be gained in one or several approved agencies under joint supervision of a university faculty member and an agency representative designated for this responsibility.

Prerequisite: CPSY 644, 646.

A total of 12 hours of credit may be earned.

720 Advanced Theories of Counseling. (3) An in-depth study of selected theories of and approaches to counseling and psychotherapy; further development of students' personal theories.

Prerequisite: 16 hours of graduate work in counseling psychology.

722 Theories and Techniques of Counselor Supervision. (2) An introduction to and survey of models and methods of counseling supervision. Ethical issues, evaluation methods, research, and developmental issues in supervision are presented. Current readings, videotapes, and role playing are used to study the supervision process.

Prerequisite: CPSY 746.

740 Practicum in Counselor

Supervision. (1) Supervised experience in the supervision of counselors-in-training. Students will be assigned to graduate practica to supervise practicum students seeing clients in the practicum clinic of the department.

Prerequisite or parallel: CPSY 722.

746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology.

(3) Advanced scientist-practitioner training in counseling research and practice, combining a counseling research seminar with a counseling practicum. The seminar covers counseling outcome research. The practicum involves intensive group and individual supervision of student's counseling experiences.

Open only to doctoral students in counseling psychology or a related field.

747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology.

(3) The second semester of an advanced scientist-practitioner combined counseling research seminar and counseling practicum. The seminar covers research and practice aspects of the process of counseling. The practicum involves intensive group and individual supervision of student's counseling experiences.

Prerequisite: CPSY 746.

Open only to doctoral students in counseling psychology or a related field.

749 Practicum in Supervised Experience in Counseling Psychology.

(1–6) Individualized advanced experience in counseling and psychotherapy under the supervision of a faculty member.

Prerequisite: doctoral status, CPSY 746, and at least two other CPSY graduate courses.

A total of 6 hours of credit may be earned.

753 Advanced Research Methods in Counseling Psychology.

(3) Methods and issues of research in counseling psychology with emphasis on a functional practitioner-scientist model. Students will design a counseling research project, analyze and interpret data, and complete a written research report in article form.

Prerequisite: CPSY 653; EDPSY 642, or the equivalents, or permission of the department chairperson.

797 Doctoral Seminar 1 in Counseling Psychology.

(2) An advanced

professional seminar for doctoral students in counseling psychology. The seminar will focus on ethics, legal issues, history, professional identity, and practice and research issues in counseling psychology.

Open only to doctoral students in counseling psychology.

799 Internship in Counseling

Psychology. (0) Experience in duties and responsibilities of the counseling psychologist. Full-time internship (minimum 1,500 hours) in an approved agency under the joint supervision of the university and the internship site professional staff. Normally taken for two or more consecutive semesters.

Prerequisite: admission to the doctoral program and permission of the departmental director of doctoral programs.

Open only to doctoral students in counseling psychology.

SOCIAL PSYCHOLOGY (SOPSY)

610 Social Psychology. (3) Introduction to theories, findings, and methodology of social psychology.

615 Social Cognition. (3) Includes intensive examination of the current literature and theory of social psychology; gives particular attention to theories of social cognition and perception.

Prerequisite: SOPSY 610.

620 Group Dynamics. (3) Research on and theory of behavior in small groups, effects on the individual of membership and participation in small and large groups, interaction of group structure and personality, and the effects of an individual on the group.

Prerequisite: SOPSY 610.

640 Social Psychology of Attitudes. (3) Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.

Prerequisite: SOPSY 610.

655 Counseling Applications of Social Psychology.

(3) Current social psychological theory and research on such topics as social cognition, person perception, and attitude formation and change. Implications for counseling psychology practice and research.

Prerequisite: SOPSY 610.

660 Contemporary Social Psychology.

(3) Selected areas of current interest in social psychology. Deals with

contemporary research and publications from both foreign and American sources.

Prerequisite: SOPSY 610.

670 Independent Study in Social Psychology. (1–6) Intensive individual study of selected topics in social psychology.

Prerequisite: permission of the instructor and program director.

A total of 6 hours of credit may be earned.

690 Seminar in Applied Social Psychology. (1) Advanced examination of how social psychology can be applied to problems or questions found in industrial, organizational, and health-

care settings. Existing research will be reviewed, and new approaches will be considered.

Prerequisite: SOPSY 610; PSYSC 680 or CPSY 653.

695 Internship in Applied Social Psychology. (3) Experience in applied social psychological research in industrial, organizational, or health-care settings. Students will be jointly supervised by university and internship site staff. Normally taken for two consecutive semesters.

Prerequisite: permission of the director of the MA program in social psychology.

EDUCATIONAL LEADERSHIP

www.bsu.edu/edleadship

Teachers College 915, (765) 285-8488

Chairperson: Joseph R. McKinney

Director of Advanced Graduate Programs in Educational Leadership:

Joseph R. McKinney

Director of Doctoral Programs in Educational Administration: William Sharp

Graduate Faculty: Harman, McKinney, Quick, Sharp, Weaver

PROGRAMS

Master of arts in education (MAE) in educational administration and supervision; specialist in education (EdS) in school superintendency; and doctor of education (EdD) in educational administration and supervision. Certification programs include K–12 educational administration.

MAE DEGREE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Admission

Applicants for the MAE in Educational Administration and Supervision must complete the *University Application for Graduate Admission* form and return it to the Graduate School. To be admitted to graduate study toward this master's

degree, a student must meet the following minimum criteria:

- A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
- B. Have one of the following:
 - An undergraduate cumulative grade point average (GPA) of at least 2.75 on a 4.0 scale.
 - A cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
 - A 3.2 GPA in 9 semester hours of graduate work approved by the chairperson in the major department and an acceptable score on the Graduate Record Examination (GRE). Such students will be considered probationary students until the conditions of their admission have been met.

General Degree Requirements

The MAE degree requires completion of at least 36 hours of graduate course work. A minimum of 27 hours must be completed in the major, supplemented by a course in research, a course in curriculum, and a foundations course. A student must maintain a grade point average of at least 3.2 on a 4.0 scale.

The following courses, totaling 27 credit hours, must be taken in educational administration and supervision

PREFIX	NO	SHORT TITLE	CR HRS
Required courses			
EDAD	600	Intro Ed Led	3
	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethics	3
	686	School Law	3
	689	Sch Principl	3
EDSUP	694	Princ Intern (3)	6
	650	Superv Instr	3
			27 hrs

The remaining 9 credit hours are designated as follows

EDCUR	601	Curric Devel	3
EDPSY	640	Methodology	3
One course from			
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3
			9 hrs
			36 hrs

DOCTORAL PROGRAMS

Application Process

The student applies for admission to the doctoral degree program by submitting the following to the Graduate School:

- Graduate application (obtained from the Graduate School or on the Internet)
- One copy of all college/university transcripts
- Graduate Record Examination scores (GRE)

The student submits the following to the Department of Educational Leadership

A professional portfolio consisting of the following items:

- Autobiography (500–1000 words)
- A 3–5 page paper containing the applicant's philosophy of education

and statement of purpose to be accomplished by earning the doctoral degree and describing the contributions the candidate expects to make to the doctoral program and to the profession of educational administration

- A current vitae
- Names and addresses of five references (department will contact them directly)
- One copy of all college/university transcripts

When admission materials have been received, the Department of Educational Leadership reviews and evaluates all application materials. As part of the evaluation, the applicant may be invited to campus for a personal interview. Following the evaluation, the department makes a recommendation to the Dean of Teachers College and the Dean of the Graduate School, who makes the final decision and notifies the candidate.

Assistantships

A limited number of doctoral assistantships, awarded on a competitive basis, are available to candidates who are accepted into the doctoral program. In addition to the assistantship stipend, doctoral students receive a remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state fee waiver.

SPECIALIST IN EDUCATION IN SCHOOL SUPERINTENDENCY

The EdS Degree in School Superintendency provides opportunities for specialized study in the school superintendency. The program assists qualified individuals in developing the knowledge, performances and disposition essential for success in the day-to-day operation of the school system and develops broad understandings relative to the scope and nature of educational programs. The program schedule will qualify the student for the superintendent license. The program includes appropriate work from the field of educational administration and related fields, such as educational psychology, curriculum, adult and community education, educational foundations, and counseling psychology.

Degree Requirements

The EdS degree in school superintendency requires the satisfactory completion of prescribed graduate course work beyond the master's degree with a minimum of a 3.2 grade point average. All candidates for the degree will have

- completed a minimum of 63 semester-hours of graduate credit including the master's degree
- a minimum of 24 semester-hours of the "specialist-required courses," which must be completed at Ball State University.

PREFIX NO SHORT TITLE CR HRS

Required courses

EDAD	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethcs	3
	686	School Law	3
	689	Sch Principl	3
EDSUP	650	Superv Instr	3
EDPSY	640	Methodology	3
EDCUR	601	Curric Devel	3

3 hours from

EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3

27 hrs

Specialist required courses: (a minimum of 24 semester hours must be taken at Ball State)

EDAD	640	Public Rel	3
	685	Fiscal Mangt	3
	687	Legal Aspect	3
	688	Sch Bldg Grs	3
	696	Supt Intern	6
	698	Semnr Theory	3
	780	Sch Dist Am	3
	782	Spec Cap Sem	3
EDCUR	610	Elem Sch Cur (3)	
	or		
	620	Sec Sch Cur (3)	3

6 hours from

CPSY	600	Intro Sch Co (3)	
EDCUR	671	Eval Ed Prog (3)	
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDPSY	603	Human Devel (3)	
	641	Statist Meth (3)	
	646	Tests Meas (3)	
EDMUL	660	Mlti Clt Eth (3)	
EDEL	644	Educ Div Soc (3)	6

36 hrs

63 hrs

Internship

Each student in the EdS program must complete a supervised internship. The internship assignment will be arranged by the department in consultation with the student. Students are responsible for any necessary leave and other arrangements related to this assignment. Internship assignments will ordinarily be arranged in a school setting to provide a practical, supervised experience in educational leadership. Ball State faculty, in cooperation with an outside agency, will supervise all interns.

Specialist Committee

A three-member committee, consisting of educational administration faculty members, will usually be appointed during the first semester that the student is accepted into the degree program. The committee chair, in consultation with the student, will develop a plan of study. The committee will also conduct the required written and oral examinations when the student has completed all coursework.

Deadline for Completion of Degree Work

All requirements (30 semester hours) listed in the "specialist required courses" section must be met within a six-year time limit from the date of the completion of the first class in the specialist in education degree program.

Additional admission requirements

Applicants are expected to have a grade point average of 3.2 or higher on previously completed graduate work.

DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The doctor of education degree (EdD) is designed to meet the needs of advanced graduate students who hold or are seeking to assume leadership roles in education and who are dedicated to advancing the profession through quality teaching, research, and service. The curriculum emphasizes school administration in K-12 settings. The program is designed to satisfy the licensing requirements in Indiana for the school superintendency; however, sufficient flexibility exists to design a program to meet the needs of the individual candidate.

Degree Requirements

The doctoral degree program with a major in educational administration and supervision consists of a minimum of 90 semester-hours of graduate credit. Forty-eight semester-hours must be completed at Ball State. A master's degree is required.

Research Requirements

A minimum of 15 semester hours in research is required *prior* to DISS 799.

PREFIX NO SHORT TITLE CR HRS

Required courses

EDAD	635	Ed Dec Makng (3)	
EDPSY	640	Methodology (3)	
	641	Statist Meth (3)	
ID	705	ResrchCollq (1–3)	12
ID 705 must be taken two consecutive semesters: 2 hours in fall; 1 hour in spring			
3 hours from			
EDPSY	642	Interim Stat (3)	
	646	Tests Meas (3)	
	785	Res Methods (3)	
EDCUR	660	Ethno Res Ed (3)	
	661	Intro Qual Res (3)	3

Dissertation

Each student is required to write a dissertation on a topic approved by the committee. Students sign up for DISS 799 for a total of 10 dissertation hours.

Required courses

The doctoral student ordinarily will have taken the following educational administration courses for the master's in educational administration, administrative license, and/or the EdS in school superintendency. A minimum of 40 hours of graduate work is required in the major, a majority of which must be taken at Ball State University.

Master's courses

EDAD	600	Intro Ed Led	3
	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethics	3
	686	School Law	3
	689	Sch Principl	3
	694	Princ Intern	3
EDPSY	640	Methodology	3
EDSUP	650	Superv Instr	3
EDCUR	601	Curric Devel	3
3 hours from			
EDFON	631, 641, 651; EDMUL	660	3

36 hrs

EdS courses

EDAD	640	Public Rel	3
	685	Fiscal Mangt	3
	687	Legal Aspect	3
	688	Sch Bldg Grs	3
	696	Supt Intern	6
	698	Semnr Theory	3
	780	Sch Dist Am	3
	782	Spec Cap Sem	3
EDCUR	610	Elem Sch Cur (3)	
	or		
	620	Sec Sch Cur (3)	3

6 hours from

CPSY 600; EDFON 631; EDPSY 603, 641, 646; EDCUR 671; EDMUL 660; EDEL 644

6

36 hrs

Additional courses in the major

EDAD	798	Sem Adv (3)	6
(must be taken for 3 credit hours for two consecutive semesters)			
EDPSY	600	Adv Ed Psy	3
	641	Statist Meth	3

One multi-cultural course from

EDFON 651; EDMUL 660, 670; EDEL 644; SOC 521

3

Cognate Requirements

The doctoral student must have either two cognate fields (or minors) consisting of a minimum of 15 hours each or a single cognate field consisting of a minimum of 24 hours. For the 15-hour cognate, 9 hours must be taken at Ball State University; 12 hours of the 24-hour cognate must be taken at Ball State University. Cognates are available in all university major fields of study for the master's, specialist and doctoral degrees. In addition, cognates are offered in composition, foundations of business, general field of education, gifted studies, higher education, history, philosophy, and sociology of education, literary theory, literature, marriage and family counseling, neuropsychology, psychology of human development, teacher education in higher education, the teaching of English, theory of computing, and research methodology.

Doctoral Committee

The student's doctoral committee is appointed after the student has been admitted to study for the doctoral degree—usually near the end of the first year of doctoral work. Until the committee has been appointed, the director of the doctoral program or a delegated representative will serve as the program advisor for the student.

Residence Requirement

The residence requirement for this degree is the completion of at least 15 semester hours in two consecutive semesters of graduate work beyond the master's degree. Summer may be used as one of the semesters for residency purposes.

Additional admission requirements

After admission, the student must begin coursework within two years, and all requirements for the degree must be met within seven years from the date of the first course taken after admission to the doctoral program.

Criteria for Selection

The Department of Educational Leadership considers primarily the following criteria in determining its recommendation: the applicant's Graduate Record Examination (GRE) scores; the grade point average in previously completed graduate work; the content of reference letters; the compatibility of the degree program and the applicant's goals/needs; other evidence of advanced graduate academic skills (writing, research, etc); and relevant career or life experiences/accomplishments.

EDUCATION: ADMINISTRATION (EDAD)

600 Introduction to Educational Leadership. (3) Examines purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems, developing trends, etc., are considered for analysis.

Prerequisite: to be taken within the first 9 hours of the educational leadership program.

610 Administration of the Elementary School. (3) Review of the organizational structure of education at the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the elementary school administrator.

Prerequisite: EDAD 600, one additional EDAD course; EDSUP 650.

620 Administration of the Secondary School. (3) Review of the organizational

structure of education at the federal, state, and local levels. Examination of current trends, methods, relationships, and goals of public education. Intensive treatment of the duties and responsibilities of the secondary school principal.

Prerequisite: EDAD 600, one additional EDAD course; EDSUP 650.

630 Human Resource Development. (3) Focuses on techniques used to maintain effective human relations and use of human resources. Staff evaluation systems, staffing projections, staff-related record management, benefit programs, etc. Emphasizes negotiations in the public sector and contract management.

Prerequisite: EDAD 600.

635 Educational Decision Making. (3) Designed for the student preparing to be a building level administrator. Designed to build on material of EDAD 600. Decision making theory will serve as framework from which the student will be expected to use authentic scenarios and real data to investigate/analyze and decide future direction leading to school improvement.

Prerequisite: EDAD 600.

640 The Educational Administrator and Public Relations. (3) Development and analysis of appropriate organizational, procedural, and administrative arrangements for public relations programs in educational institutions. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support, and instituting educational change.

684 Educational Finance and Ethics. (3) Introduction to school finance and school business administration at all levels. Applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. Includes discussion of ethics in school finance.

685 Fiscal Management of Educational Agencies. (3) Basic concepts of fiscal management, procedures, and practices in educational institutions at all levels. Intensive study of budgeting and

accounting as tools for planning and controlling educational operations.

Prerequisite: EDAD 684 or the equivalent or permission of the department chairperson.

686 School Law. (3) Basic principles of school law with special attention to legislation in Indiana and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications, and limitations on the board of education.

687 Legal Aspects of Education. (3) An advanced course in school law with special attention to research in legal aspects of educational administration.

688 School Buildings, Grounds, and Equipment. (3) Roles and responsibilities of the educational administrator and procedures that contribute to effective planning of new or remodeled educational facilities. Gives special attention to such matters as school surveys, development of educational specifications, standards and guidelines for instructional and service areas, site requirements, financing, construction patterns, equipment needs, and community involvement.

689 The School Principal. (3) Provides overview of this key position. Analyzes/investigates roles and functions of principalship. Emphasis on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal.

692 Inservice Workshop in Education. (1–3) For inservice teachers and administrators who wish to work on educational problems encountered in their own schools. Repeated registrations are permitted. A maximum of 6 hours may be applied to licensure in educational administration and supervision.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

693 Mid-Career Seminar for Educational Leaders. (1–3) Seminar in education leadership for practitioners needing to update knowledge and skills in applied leadership. Repeated registrations are permitted.

Prerequisite: master's degree; permission of the department chairperson.

A total of 3 hours of credit may be earned.

Open only to practicing educational leaders or educators seeking renewal of administrative licenses.

694 Principal Internship. (3) Practical experience in the duties and responsibilities of the school principal and related problems. The intern will be assigned to a principal in the field.

Prerequisite: permission of the department chairperson or program director.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

696 Superintendent Internship. (6) Practical experience in the duties and responsibilities of the school superintendent and related problems. The intern will be assigned to a superintendent in the field.

Prerequisite: permission of the department chairperson or program director.

698 Seminar in Theory of Educational Administration. (3) Focuses on current theories of administration, contributions of behavioral science research to solving administrative problems, and the implication of theoretical orientations to educational administration.

Prerequisite: completion of at least two other EDAD courses.

780 School District Administrator. (3) Effective administrative leadership procedures, processes, and relationships in various types of educational institutions. Attention directed to functions of superintendent and other chief administrators as educational leaders relative to personnel, governing bodies, student groups, educational organizations, other agencies, and various publics.

Prerequisite: completion of at least two other EDAD courses.

782 Specialist Capstone Seminar. (3) Designed to be taken near the end of the student's specialist program. It is designed to be a culmination of all the knowledge base that the student has been exposed to in coursework, practica, and internships.

Prerequisite: permission of the department chairperson or instructor.

Open only to EdS and EdD students.

791 Internship in Educational Management. (3–6) A field assignment with opportunities to participate directly in administrative and supervisory activities within a selected educational operation.

Prerequisite: permission of the department chairperson or program director.

A total of 6 hours of credit may be earned.

798 Advanced Seminar in Educational Administration. (3) A seminar directed at synthesis and refinement of a personal philosophy of education and

its practical application in today's schools. Individual research and critical discussion will characterize student activity. To be taken for two consecutive terms of 3 hours each, for a total of 6 hours.

Prerequisite: permission of the department chairperson or program director.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to doctoral students.

EDUCATIONAL PSYCHOLOGY

www.bsu.edu/edpsych

Teachers College 524, (765) 285-8500

Chairperson: Daniel K. Lapsley

Director of PhD in Educational Psychology: Tracy Cross

Director of the PhD in School Psychology Program: Raymond S. Dean

Director of MA and EdS in School Psychology Programs: Betty Gridley

Director of the MA in Educational Psychology Program: Felicia Dixon

Director of School Psychology Clinic and Practicum Experiences: David McIntosh

Director of the Neuropsychology Laboratory: Raymond S. Dean

Graduate Faculty: Adams, Bulow, Cross, Davis, Dean, Dixon, Finch, Fletcher, Gridley, Krug, Lapsley, Marchant, McCoy, McIntosh, Mucherah, Neumeister, Paulson, Rothlisberg, Schneider, Sparzo

Educational psychology is a social science that involves the study of human development, learning, adjustment, measurement, research, and statistics as they relate to the problem of understanding human beings. These objectives are accomplished through research and service functions and through teaching about human relationships, human development, and changes in human behavior. Programs related to the practical application of psychological principles in psychoeducational settings are offered primarily at the graduate level.

PROGRAMS

Master of arts (MA) in educational psychology and school psychology;
specialist in education (EdS) in school

psychology; and doctor of philosophy (PhD) in school psychology and in education psychology

**MASTER OF ARTS IN
EDUCATIONAL PSYCHOLOGY**

Designed for students seeking a broad background in educational psychology preparatory to enrolling in an advanced degree program. It is valuable to students with specific interests in human development, learning, and measurement and evaluation. As a part of this degree program students may professionalize teaching licenses by selecting appropriate courses.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have satisfactory scores on the Graduate Record Examination (GRE). Equivalencies in educational training and entrance examinations must be approved by the program director. Candidates for admission must be approved and should ask the program director for appropriate forms and additional information.

Degree Requirements

Candidates must complete a minimum of 30 hours of graduate credit approved by the program director.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR</i>	<i>HRS</i>
EDPSY	600	Adv Ed Psy (3)		
	or			
	606	Bhav Anls Ed (3)	3	
	603	Human Devel (3)		
	or			
	627	Child Devel (3)		
	or			
	628	Adoles Devel (3)		
	or			
	629	Adult Devel (3)	3	
	640	Methodology	3	
	646	Tests Meas	3	
Electives approved by program director				18
				<hr/> 30 hrs

**MASTER OF ARTS IN SCHOOL
PSYCHOLOGY**

Designed for students seeking Indiana school psychologist licensure or school psychologist certification in other states. It is NASP/NCATE-approved and is patterned after guidelines suggested by the National Association of School Psychologists.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have satisfactory scores on the Graduate Record Examination (GRE)) and must submit autobiographies and three letters of recommendation. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Combined Admission

In selected instances, applicants with baccalaureate degrees may be of such outstanding quality that they are eligible for concurrent admission into either the MA and EdS or the MA and PhD programs in school psychology. Applicants must meet the admission requirements of the Graduate School, achieve scores on the GRE at a level commensurate with master's degree applicants applying to the advanced degree programs, and submit the additional materials appropriate to the degree program desired (see Admission, Specialist in Education in School Psychology or Doctor of Philosophy in School Psychology). Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Degree Requirements

Requirements include the satisfactory completion of a minimum of 30 hours of prescribed graduate courses with an overall grade point average (GPA) of at least 3.0 and a GPA of 3.0 in courses in the major. Students seeking Indiana school psychologist licensure are required to complete at a minimum the program as outlined under the section Requirements for School Services Licenses, including an academic-year internship. Check with the program director for any recent changes dictated by professional organizations or licensure requirements. All course work must be approved by the program director.

SPECIALIST IN EDUCATION IN SCHOOL PSYCHOLOGY

Intended for students pursuing Indiana school psychologist licensure or school psychology certification in other states. A number of states require a specialist degree for school psychology certification.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must hold a master's degree from a regionally accredited institution with grade point average (GPA) of at least 3.2 on a scale of 4.0, achieve satisfactory scores on the Graduate Record Examination (GRE), and submit autobiography and three letters of recommendation. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Degree Requirements

Requirements include the satisfactory completion of a minimum of 30 hours of prescribed graduate courses beyond the master's degree with a GPA of at least 3.0. Candidates for the degree must have completed satisfactorily a minimum of 60 hours of graduate credit, including credit earned at the master's degree level; departmentally approved examinations; and supervised internship experiences. Since the specialist degree is intended for those seeking school psychologist licensure in Indiana and other states, all course work must be approved by the program director.

A full-time continuous residency or an alternate planned experience agreed to by the program director is required for all students while attending the program.

See the licensure program for school psychologist for a listing of specific course work. Check with the program director for any recent changes dictated by professional organizations or licensure requirements.

DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

PREFIX NO SHORT TITLE CR HRS

Research core

EDPSY	640	Methodology	3
	641	Statist Meth	3
	642	Interim Stat	3

	741	Ap Regres An (3)	
	or		
	742	Statist Tech (3)	3
	746	Theory Meas	3
EDCUR	661	Intro Qual Res	3
ID	705	Resrch Collq (1-3)	2
			<hr/>
			20 hrs

Human learning

6 hours from

EDPSY	606	Bhav Anls Ed (3)	
	or		
	775	Behav Assess (3)	
	765	Theor Learnng (3)	
	768	Cognit Devel (3)	6

Human development

6 hours from

EDPSY	627	Child Devel (3)	
	628	Adoles Devel (3)	
	629	Adult Devel (3)	
	720	Contp Psych (3)	6

Research applications

6 hours from

EDPSY	643	Pract Resrch (3)	
	741	Ap Regres An (3)	
	or		
	742	Statist Tech (3)	
	743	Factor Analy (3)	
	744	Sem Res Meth (1-4)	
	785	Res Methods (3)	
EDCUR	660	Ethno Res Ed (3)	
	671	Eval Ed Prog (3)	6
			<hr/>
			18 hrs

Education core

3 hours from

EDMUL	660	Mlti Clt Eth (3)	
	670	Multlrl Minor (3)	
EDEL	644	Educ Div Soc (3)	
EDFON	651	Ed Sociology (3)	3

3 hours from

EDPSY	740	Anls Ed Data (3)	
EDTEC	770	Ed Tech Eval (3)	3

3 hours from

EDFON	631	Philosopy Ed (3)	
	641	Hist Amer Ed (3)	
PSYSC	691	Systems (3)	3

9 hrs

47 hrs

Directed electives

9 hours of electives approved by the doctoral committee 9

Dissertation

DISS	799	Drs Dissert (1-10)	10
Cognate (s)			24-30

90-96 hrs

The cognate requirement consists of one 24-hour cognate or two 15-hour cognates. Students may choose from among cognates in the Department of Educational Psychology, including gifted studies, psychology of human development, neuropsychology, and statistics and research methods. Cognates from other departments within Teachers College might also be considered, including counseling psychology, teacher education, higher education, curriculum and educational technology.

DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY

The doctoral program in school psychology is based on the scientist practitioner model. Students in this program are trained to think and behave as both insightful clinicians and social scientists. As practitioners, they are trained to render preventive, diagnostic, and remedial services. As social scientists, they may be expected to be involved in research, educational planning, and policy formation. Graduates of the program may serve as resource persons to school personnel and parents in promoting programs for prevention and facilitation. The doctoral program in school psychology has a strong theoretical base in human development, learning, individual differences, research methods, and statistics. This training gives students the appropriate orientation and skills to serve as university faculty members. The program qualifies students to pursue Indiana school psychologist licensure or school psychology certification in other states. In addition, the program meets licensure as a "psychologist" through the ST State Board of Psychological Examiners. Specialized training in cognates like neuropsychology, psychology of human development, research methodology, and educational psychology are available.

The doctoral program in school psychology is accredited by both the American Psychological Association (APA) and NASP/NCATE. Neuropsychological training meets APA/INS guidelines for neuropsychological training.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold either a

master's or specialist in education degree from regionally accredited institutions; submit official transcripts of all baccalaureate and post-baccalaureate degrees; submit autobiography, philosophy of education statement, and lists of five people who might be asked for letters of recommendation; achieve satisfactory scores on the Graduate Record Examination (GRE); and have outstanding scholastic records and appropriate professional experience. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee. The Committee reserves the option of holding personal interviews before candidates are recommended for acceptance into the program. Candidates should contact the program director for appropriate forms and additional information.

Degree Requirements

The PhD program consists of a minimum of 90 hours of graduate credit, 48 of which must be completed at Ball State University. The candidate must complete a major in school psychology of at least 40 hours and either a single cognate of 24 hours or two cognates of 15 hours each. As recommended by the Task Force on the Revision of the Accreditation Criteria in Psychology of the American Psychological Association, all students for the degree must complete a professional psychology core including courses in the biological bases of behavior, the cognitive-affective bases of behavior, the social bases of behavior, and individual differences. In addition, they must also complete course work in the history and systems of psychology, multicultural studies, humanistic studies, and behavioral studies, and in professional ethics and standards. All candidates for the degree must complete research projects in addition to dissertation and doctoral-level internships at sites approved by the school psychology internship supervisor and program director. Candidates are expected to meet the requirements for Indiana school psychologist licensure as outlined in the section Requirements for School Services Licenses.

Students applying for the program should check with the program director for any recent changes dictated by professional organizations or licensure requirements.

DOCTORAL COGNATES

The Educational Psychology Department offers several doctoral cognates including neuropsychology, gifted studies, developmental psychology, educational psychology, and research methodology. More information regarding the requirements for each of these cognates can be obtained from the doctoral program director. Examples of cognates that may be chosen from other departments include counseling psychology, clinical psychology, special education, and general education.

EDUCATIONAL PSYCHOLOGY (EDPSY)

520 Introduction to the Gifted and Talented Student. (3) Examination of definition, characteristics, and identification procedures related to gifted and talented children in school and society. Review and analysis of research findings pertaining to these topics.

Not open to students who have credit in EDPSY 420.

530 Mental Health. (3) Advanced development of mental health. Covers the identification of mental health problems and examines methods of intervention and prevention.

600 Advanced Educational Psychology. (3) Advanced survey of the concepts related to learning and motivation. Theories, research, and applications are explored with an emphasis on effective learning approaches and implications for instruction.

Prerequisite: EDPSY 390 or equivalent or permission of the instructor.

603 Psychology of Human Development. (3) Advanced lifespan human development. Covers biological, cognitive, and social development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

Prerequisite: EDPSY 250 or equivalent.

606 Behavior Analysis in Education. (3) Focuses on basic principles of behavior applied to education and everyday life. Helps define and measure academic performance and social behavior, designing and implementing teaching strategies and assessing the effects of the strategies.

Not open to students who have credit in EDPSY 306.

611 Development of Creative Thinking. (3) Theories and strategies for fostering the creative self and developing creative thinking. Analyzes the effects of personality characteristics and of various biological, cognitive, motivational, and environmental conditions on the development of creative behavior.

612 Psychological Consultation. (2) Examination of the theoretical approaches to psychological consultation. Emphasizes the consultant-consultee relationship in behavioral process, developmental, triadic, organizational, and eclectic models of consultation. Research concerning various models is emphasized.

Prerequisite: EDPSY 653 or permission of the program director.

621 Identification and Evaluation of Gifted and Talented Students. (3) Examination of instructional methodology and curricular organization instrumental in teaching gifted and talented children. Review of past and current instructional practices and emerging innovative adaptations.

Prerequisite: EDPSY 420 or 520.

627 Child Development. (3) Advanced child development. Covers the biological, cognitive, and social developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

628 Adolescent Development. (3) Advanced adolescent development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.

Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

629 Adult Development and Aging. (3) An advanced course in adult development. Covers the biological, cognitive, and social developmental processes from early adulthood through late adulthood, including death and dying. Content is based on current theories and research.

Not open to students who have credit in EDPSY 355 or EDAC 629.

640 Methodology of Educational and Psychological Research. (3)

Development of concepts and skills to enable graduate students to become better informed consumers of educational and psychological research and to provide a foundation for graduate students who may engage in research. Introduction to the common types of research study, the instruments by which studies are carried out, and the interpretation and application of research.

641 Statistical Methods in Educational and Psychological Research. (3)

A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology include the computation, interpretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi square, and analysis of variance.

642 Intermediate Statistics. (3) An extension of elementary descriptive and inferential statistics through basic statistical research designs, including analysis of variance and covariance.

Prerequisite: PSYSC 241 or EDPSY 641 or a proficiency test administered within the department.

643 Practicum in Educational and Psychological Research. (3) Study, analysis, and evaluation of school programs focused on planning and evaluating Title I or similar curriculum improvement programs in the student's school.

Prerequisite: successful completion of a basic course in statistics.

645 Survey of Advanced Research Methods and Statistical Designs. (3)

Principles and problems related to selecting and using advanced research methods. Types of analysis in the seminar will in large part be determined by student needs. Anticipated topics include multivariate techniques like factor analysis and discriminant analysis; advanced experimental designs, such as Latin squares, higher-order multidimensional designs, and incomplete block designs; advanced problems in regression analysis; scaling techniques.

Prerequisite: EDPSY 642.

646 Tests and Measurements. (3)

Educational and vocational tests and measurements used for measuring proficiency, aptitudes, interests, and personality traits and their use in the complete educational program.

650 Individual Testing (Wechsler Scales). (3)

Theory and supervised practice in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for children and the Wechsler Adult Intelligence Scale. Other individual intelligence tests will be examined and evaluated.

Not open to students in school psychology program.

651 Personality Assessment of Children and Adolescents. (3)

Theory, administration, scoring, and interpretation of personality assessment instruments such as projective techniques, rating scales, personality inventories, etc., typically used for children and adolescents.

Prerequisite: individual testing course and a course in personality or permission of the program director.

652 Introduction to Neuropsychology and Neuropsychological Assessment. (3)

Brain-behavior relationships with special emphasis on techniques and procedures for diagnosing brain dysfunction. Appropriate treatment procedures as they relate to diagnostic data are explored.

Prerequisite: EDPSY 650 or 653 or permission of the department chairperson.

653 Individual Cognitive Assessment. (3)

Administration, interpretation, and analysis of selected psychological tests stressing individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

Open only to students in school psychology or by permission of the department chairperson.

654 Developmental School Psychology. (3)

Introduction to the early childhood subspecialty of school psychology. Emphasizes team decision making, traditional and curriculum-based assessment and goal planning, ecological interventions, family-centered strategies, and staff consultation in

diverse settings for infants, preschoolers, and families.

Prerequisite: EDPsy 651, 653.

Recommended prerequisite or parallel: EDPsy 603.

656 Child Neuropsychology. (3)

Advanced study of brain-behavior relationships in children with special emphasis on neurodevelopment. Assessment procedures useful in diagnosis and rehabilitation planning and research concerning various childhood neuropsychological disorders.

Prerequisite: EDPsy 652 or permission of the department chairperson.

669 Concepts in Developmental Neuropsycholinguistics. (3)

Comprehensive review and analysis of neurobiological and environmental developmental theories as applied to language acquisition and behavior. Application of these concepts to language assessment within the context of neuropsychological and psychoeducational evaluation as well as remediation and intervention.

Prerequisite: EDPsy 650 or 653 or equivalent, EDPsy 652 or equivalent.

687 Pre-Practicum—Introduction to School Psychology. (1–4)

General orientation to practice of school psychology in educational and other settings. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced students.

A total of 4 hours of credit may be earned.

688 Practicum in Consultation. (1–3)

Application of principles and theories of consultation taught in EDPsy 612. Consultation to school and clinical settings.

Prerequisite: EDPsy 612, 653, and 687; or permission of the program director.

A total of 3 hours of credit may be earned.

689 Practicum in School Psychology. (1–6)

Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Interview and observational strategies, as well as professional standards of practice and legal issues, will be addressed.

Prerequisite: EDPsy 612, 651, 653, 687; or permission of the program director.

A total of 6 hours of credit may be earned.

690 Supervised Internship in School Psychology. (3)

Internship in the principles, practices, and applications of psychoeducational evaluation and consultation with a school or other appropriate setting. Ordinarily required if seeking school psychology certification.

Prerequisite: completion of most of the curriculum for certification as a school psychologist; permission of the department chairperson or program director.

A total of 6 hours of credit may be earned but no more than 3 in any one semester or term.

Open only to school psychology students.

696 Practicum in Gifted Education. (1–9)

Supervised teaching and laboratory experiences with *f* children in educational settings. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

698 Issues. (3–9) Group or individual investigation and study of current issues, problems, and developments in human development, classroom learning, and evaluation.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

699 Independent Study: Educational Psychology. (1–6)

Individual students may participate in planned experiences related to educational psychology that are not provided by the regular sequence, study more extensively than present courses allow in a theoretical area of educational psychology, or conduct independent research related to educational psychology.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

709 Forensic Psychology. (3)

A survey of forensic issues in psychology, including instruction in legal issues, principles, and relevant case law. Students will be expected to prepare testimony, examine cases, and participate in mock trial proceedings.

Designed for graduate students in psychology, practicing psychologists, and physicians.

Prerequisite: permission of the department chairperson.

720 Contemporary Models of Psychological Development. (3) An exploration of contemporary research in development. Emphasizes formulating research proposals that extend present knowledge of psychological development and determining the implications and applications of concepts and principles for working with persons in a variety of settings.

740 Computer Analysis of Educational and Psychological Data. (3) A comprehensive presentation and use of various statistical programs for the computerized analysis of data.

Prerequisite: EDPSY 641.

Prerequisite or parallel: EDPSY 640, 642, or the equivalent or permission of the department chairperson.

741 Applied Regression Analysis for the Social Sciences. (3) A presentation of the rationale of linear regression, its application to the analysis of educational and psychological data, and its relationship to other statistical techniques such as the analysis of variance, discriminant analysis, and factor analysis.

Prerequisite: EDPSY 641, 642 or permission of the department chairperson.

742 Multivariate Statistical Techniques. (3) A survey of the mathematical basis of four methods of multivariate analysis (the discriminant function, the various factor analytic models, the multivariate analysis of variance, and multiple regression) and their relationships to one another. Primary emphasis on practical applications to statistical analysis of educational and psychological data.

Prerequisite: EDPSY 641.

Prerequisite recommended: EDPSY 642, 741.

743 Introduction to Factor Analysis. (3) The mathematical rationale on which the various factor analytic models are based, the relationship of such models to each other and to such other forms of multivariate analysis as discriminant analysis, the multivariate analysis of variance, and multiple regression.

Prerequisite: EDPSY 641.

Prerequisite recommended: EDPSY 741.

744 Seminar in Research Methodology. (1-4) Supervised group analysis and consideration of research that is contemplated, in progress, or completed. Special emphasis on appropriateness of design and statistical analysis of data, potential or actual problems, implications of possible or actual findings, and likely avenues for further investigation.

Prerequisite: EDPSY 641 or the equivalent.

A total of 4 hours of credit may be earned.

745 Diagnosis of Learning Disorders. (3)

Diagnosis and recommended procedures for treatment of children with learning disabilities. Emphasizes the role of a school psychologist in these procedures.

Prerequisite: EDPSY 650 or 653; SPCED 600 or equivalent; or permission of the department chairperson.

746 Theory of Measurement. (3)

Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

Prerequisites: PSYSC 241 or EDPSY 641 or permission of the department chairperson; EDPSY 646 or the equivalent.

750 Seminar in School Psychology. (3)

Seminar aimed at synthesis and refinement of the student's personal philosophy of school psychology and its practice in today's schools. Individual and group study of current literature on issues, ethics, current problems, and research in school psychology.

Prerequisite: admission to graduate study in school psychology.

752 Practicum in Neuropsychological Assessment. (3-6)

Supervised practice in administering and interpreting a variety of neuropsychological test batteries for children and adults including the preparation of neuropsychological reports. Emphasizes use of the Halstead-Reitan batteries and Dean-Woodcock.

Prerequisite: EDPSY 652 or the equivalent.

A total of 6 hours of credit may be earned.

754 Seminar in Neuropsychology. (3)

Introduces advanced materials, procedures, and research in clinical neuropsychology. Emphasizes selected neurologic disorders, methods of assessment, rehabilitation, and professional issues.

Prerequisite: EDPSY 652, 656, 752, or equivalent, or permission of the instructor.

765 Theories of Learning. (3) A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice.

Prerequisite: EDPSY 600 or equivalent.

768 Theories of Cognitive

Development. (3) A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and socio-cultural perspectives. Emphasizes both historical writings and current research literature in cognitive development and their application in educational and psychological settings.

Prerequisite: EDPSY 603 or equivalent.

775 Behavioral Assessment and Intervention for School Personnel. (3)

Study of antecedent and consequent conditions of problem behaviors in educational settings. Examines assessment and intervention procedures that are useful for increasing or decreasing academic and social behaviors. Emphasizes research on behavioral problems and behavior-change strategies.

785 Survey Research Methods. (3) The methodology of survey research as applied to sociological and educational studies, with particular emphasis on the techniques of sample selection, questionnaire and attitude scale

construction and validation, and the mechanics of data collection.

Prerequisite: a course in introductory statistics or a similar course stressing hypothesis testing and permission of the department chairperson.

789 Supervision in School Psychology. (3-6)

Directed experience in the supervision of school psychologists. Models and methods of supervision are introduced with emphasis on ethical issues, evaluation, and research. Instruction progresses from theory and role playing to hands-on supervisory experiences.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

790 Practicum in Teaching Educational Psychology. (3-6)

Candidates for advanced graduate-degree programs in educational psychology will be closely supervised in giving classroom instruction, in assisting beginning students, and in developing other proficiencies and skills required for successful college teaching.

Prerequisite: admission to advanced graduate-degree programs or permission of the department chairperson.

A total of 6 hours of credit may be earned.

791 Doctoral Internship in School Psychology. (1-5) Supervised doctoral-level internship involving the theory and practice of psychoeducational assessment and consultation within a school, clinic, or other appropriate setting.

Prerequisite: permission of the program or internship director.

A total of 6 hours of credit may be earned, but no more than 5 in any one semester or term.

EDUCATIONAL STUDIES

www.bsu.edu/edstudies

Teachers College 829, (765) 285-5460

Chairperson: Theresa Richardson

Director of Doctoral Program in Adult, Higher, and Community Education:
Joseph Armstrong

Director of Master's Program in Secondary Education: Emery Hyslop-Margison

Director of Master's Program in Student Affairs Administration in Higher Education: Randy Hyman

Director of Graduate Program in Curriculum and Educational Technology: Matthew Stuve

Director of the Graduate Program in Executive Development for Public Service and Adult and Community Education:

Graduate Faculty: Armstrong, J. Beilke, P. Beilke, Britten, Brooks, Dykins, Gao, Glowacki-Dudka, Graham, Hughes, Hyman, Hyslop-Margison, Infinito, Mullen, Mulvihill, Oykins, Payne, Powell, Richardson, Rosenman, Siebert, Stuve, Thompson, Welsh, Wessel, Wiedmer

The department offers a variety of graduate programs for students interested in working in secondary and junior high/middle school (grades 5–12), higher education, adult and community education, library media, and curriculum and educational technology. Graduate courses and program emphases are available in adult, higher, curriculum; history, philosophy, and sociology of education; library media and computer education; multicultural education; higher education; college student affairs; junior high/middle school education; secondary education; supervision; and educational technology. Courses are designed and taught with a balance among theory, research, practice, and skills for the practicing educator.

Specific degree programs prepare graduates for careers in curriculum and instructional leadership, higher education teaching and administration, adult and community education, educational technology, and organizational development and administration. In addition, post-baccalaureate students seeking initial teacher certification may be able to simultaneously pursue a master's degree program.

PROGRAMS

Master of arts (MA) in adult and community education, in curriculum and educational technology, in executive development for public service, in secondary education, and in student affairs administration in higher education; doctor of education (EdD) in adult, higher, and community education; specialist in education (EdS) in curriculum and educational technology; and doctor of philosophy (PhD) in educational studies. A transition-to-teaching program is also available as is a certificate in college and university teaching.

MASTER OF ARTS PROGRAMS

Admission

Applicants must meet the admission requirements of the Graduate School.

Degree Requirements

The MA degree requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major, supplemented by a research course and electives from the major or related subjects. Students must maintain grade point averages of at least 3.2 on a scale of 4.0. An exact program is designed to fit students' needs and meet degree requirements. A

master's thesis (6 hours) or research paper (3 hours) may be written for the master's degree program.

MASTER OF ARTS IN ADULT AND COMMUNITY EDUCATION

This program provides students with enhanced concepts and competencies in designing, implementing, and evaluating educational programs for adults in a variety of public and private educational settings. The program provides students with an understanding of how educational, social, political, and economic systems interface within communities. The program seeks to develop individuals who are committed to fostering learning as a lifelong process and in creating learning organizations and societies.

General Degree Requirements

The MA degree requires completion of at least 30 hours of graduate course work. A minimum of 18 credit hours must be completed in the major, supplemented by a research course and electives from the major or related subjects. If students choose electives from the major, they are encouraged to design an area of concentration (9 credit hours) in either adult or community education. Students must maintain grade point averages of at least 3.2 on a 4.0 scale. An exact program is designated to fit students' needs and meet degree requirements.

PREFIX NO SHORT TITLE CR HRS

Course requirements

EDAC	631	Adlt Com Ed	3
	632	Org Adult Ed	3
	634	Adlt Learner	3
	635	Tchg Adlts	3
	638	Pro Com Adlt	3
	648	Com Educator	3

In addition to these courses, the student must either write a master's thesis or select one of the following research courses:

EDPSY	640	Methodology (3)	
EDCUR	660	Ethno Res Ed (3)	
EDAC	697	Grantsmnshp (3)	
THES	698	Thesis (1-6)	3-6

9 additional credit hours in adult and community education or from any other related field.

Adult Education

EDAC	540	Ed Gerontology (3)	
	629	Psy Adlt Adj (3)	
	655	Cont Ed Prof (3)	

EDCUR	671	Eval Ed Prog (3)	
	680	Stf Dvlp Cur (3)	
EDAC	699	Internship (2-6)	

Community Education

EDAC	644	Coll Learn (3)	
	646	Volunteers (3)	
	681	Mng Commu Ed (3)	
EDCUR	671	Eval Ed Prog (3)	
	675	Eval Ed Prsl (3)	
EDAC	699	Internship (2-6)	9

MASTER OF ARTS IN CURRICULUM AND EDUCATIONAL TECHNOLOGY

PREFIX NO SHORT TITLE CR HRS

EDCUR	671	Eval Ed Prog	3
EDTEC	670	Tech Pol Ped	3

6 hours from

EDCUR	601	Curric Devel (3)	
	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	6

3 hours from

EDTEC	550	Curric Tech (3)	
	or		
	655	Inquiry Simu (3)	
	or		
	660	Instr Design (3)	
	or		
	665	Digital Lit (3)	3

3 hours from

EDFON	620	Foundations (3)	
	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3

3-6 hours from

EDPSY	640	Methodology (3)	
EDJHM	676	Res Jr/Md Ed (3)	
EDSEC	676	Res Sec Ed (3)	
RES	697	Research Ppr (1-3)	
THES	698	Thesis (1-6)	3-6

21-24 hrs

In addition to the core courses, students must choose from one of two, 9-hour tracks.

Educational technology track, 9 hours

EDTEC	550	Curric Tech (3)	
	552	Web Mltmedia (3)	
	585	School Infra (3)	
	655	Inquiry Simu (3)	
	660	Instr Design (3)	
	665	Digital Lit (3)	
	670	Tech Pol Ped (3)	
	675	Distance Ed (3)	
	680	Advanc Media (3)	
	685	Ed Info Lead (3)	
	690	Practicum (2-4)	
	699	Ind Study (1-4)	3

SPCED	631	Micro Exc Ln (1-9)	
EDRDG	545	Compt in Rdg (3)	
MATHS	631	Tech Mth Tch (3)	
CS	516	Intro Prog 2 (3)	
	536	Database Dsg (3)	
	545	G U I (3)	
	555	Artfl Intl 1 (3)	6
			<hr/>
			9 hrs

6 hours maximum for EDTEC 690 and 699 combined. At the discretion of the Department of Educational Studies graduate advisor or EDTEC program advisor, an introductory course in educational computing may be required for a student seeking the master's degree. If so, any course designed for teachers that is an introduction to computers may be substituted for EDTEC 520. In such cases, EDTEC 550 must be taken as an elective. If EDTEC 520 is taken to meet the introductory skill need, EDTEC 550 can not be taken as an elective.

Curriculum track, 9 hours

EDCUR	601	Curric Devel (3)	
	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	
	655	Progr Option (3)	
	673	Eval Ed Mtrl (3)	
	675	Eval Ed Prsl (3)	
	680	Stf Dvlp Cur (3)	
	690	Prob Curric (1-9)	
	700	Sem Cur Dvlp (3)	
	725	Curric Theor (3)	
	735	Resrch Teach (3)	
	799	Intern Suprv (4)	9
			<hr/>
			9 hrs

MASTER OF ARTS IN EXECUTIVE DEVELOPMENT FOR PUBLIC SERVICE

An interdisciplinary and intercollegiate degree, the executive development program was originally created in 1973 to serve military personnel stationed overseas in Europe. The program prepares graduates to provide educational services in a variety of social, industrial, health and human services, military, and governmental settings. A broad range of courses related to management and public agency administration are offered to prepare students to function in an executive, managerial, or supervisory capacity within government or not-for-profit agencies.

Program Objectives

- Provide an in-depth examination of society and community.
- Develop an awareness of the role of government in individual lives.
- Emphasize an understanding of human behavior and the differences among individuals comprising public service organizations.
- Teach principles of human relations and communication techniques.
- Provide training in the application of principles of administration and management.
- Provide opportunities to design a unique program of study based on educational expectations and occupational goals.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must hold an earned bachelor's degree from an accredited institution. Admission to the program will be considered probationary until students meet the following conditions:

- an undergraduate cumulative grade point average (GPA) of at least 2.75 on a 4.0 scale.
- a cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
- a 3.0 GPA in 9 semester hours of graduate work approved by the chairperson of the major department and the graduate dean.
- a score on the Graduate Record Examination (GRE) acceptable to the academic unit in which the student intends to major.

Degree Requirements

The MA degree program requires at least 30 credit hours of graduate course work. Students must maintain a GPA of at least 3.2 on a 4.0 scale. Students must take one course from five of the following seven categories of study

- adult education, program evaluation, and staff development
- communications
- data management and computer science
- educational administration and supervision
- business and related areas
- political science
- psychology

It is strongly recommended that students choose one additional course from management, speech, political science, and psychology to complement their skills or competencies and to sharpen a public service focus.

In order to meet research requirements, students often elect from EDPSY 640 Methodology of Educational and Psychological Research; EDAC 697 Grantsmanship and Research; EDCUR 660 Ethnographic Research in Education; or POLS 625 Research Methods in Political Science.

Internship

Students may elect a 2- or 3-hour internship with a business or not-for-profit firm by taking EDAC 699 Internship in Adult and Community Education. This field experience or internship is under the joint supervision of the university (supervisor) and an experienced practitioner in an approved business or nonprofit setting. Permission of the program director and/or department chairperson is required. A total of 6 hours credit may be earned.

MASTER OF ARTS IN SECONDARY EDUCATION

Designed to enable practicing teachers to deal with theoretical concepts relating directly to their instruction and to improve instructional effectiveness.

Degree Requirements

PREFIX	NO	SHORT TITLE	CR	HRS
One course from Pedagogy				
EDJHM	512	Instrl Strat (3)		
EDSEC	695	Dyn Sec Clrm (3)		
EDJHM	585	Prin Mid Sch (3)		
EDSEC	580	Prin Sec Sch (3)	3	
One course from Foundations				
EDFON	620	Foundations (3)		
	631	Philosophy Ed (3)		
	641	Hist Amer Ed (3)		
	651	Ed Sociology (3)	3	
One course from Multicultural				
EDMUL	660	Mlti Clt Eth (3)		
	670	Multl Minor (3)	3	
One course from Curriculum				
EDCUR	601	Curric Devel (3)		
	620	Sec Sch Cur (3)		
	630	Jr H Mid Cur (3)	3	
One course from Technology				
EDTEC	520	Tech Teach (3)		
	550	Curric Tech (3)		
	670	Tech Pol Ped (3)	3	

One course from Research			
EDSEC	676	Res Sec Ed (3)	
RES	697	Research Ppr (1-3)	
THES	698	Thesis (1-6)	3-6
3 hours of additional coursework from one of the above categories or from other graduate courses offered by the Department of Educational Studies			
Minors and electives			3 6-9
			30 hrs

The minimum requirement for a minor is 8 hours. Students wishing to professionalize teaching licenses should contact the Educational License office.

MASTER OF ARTS IN STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION

Designed for those interested in student affairs administration in colleges, universities, and junior and community (two-year) colleges. The program prepares students to work in such student affairs positions as admissions, financial aid, student activities and programs, and housing and residence hall programs. The student affairs administration program is jointly sponsored by the Department of Educational Studies and the Office of the Vice President for Student Affairs.

Admission

Applicants must meet the admission requirements of the Graduate School. Each applicant must also have minimum undergraduate grade point average of 2.75 on a scale of 4.0, submit references from persons familiar with their academic performances and aptitude for student affairs work, submit autobiographical information, and receive an invitation for a personal interview from the Student Affairs Program Selection Committee. In rare instances, this requirement will be waived. Admission materials are reviewed by the Student Affairs Program Selection Committee, and invitations for personal interviews are extended. Final selection for the program is made after these interviews. Enrollment in this program is limited to 15 students, and the best-qualified candidates will be selected. Applications must be received by April 1.

Degree Requirements

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
EDHI	600	Stu Afrs Adm	3
	601	Theor St Dev	3
	602	Amer Col Stu	3
	690	Seminar	3
	698	Prin St Afrs	3
	699	Prac St Afrs	3
RES	697	Research Ppr (1-3)	3
Selected courses in problems in higher education, community college, or administration in higher education			3
Minors and electives			8

32 hrs

DOCTOR OF EDUCATION IN ADULT, HIGHER, AND COMMUNITY EDUCATION

A doctoral program that prepares graduate students for professions in a variety of educational, governmental, community, business, and industrial settings. The adult/community education track emphasizes developing skills in management, planning, personnel and program development, teaching, and evaluation. The higher education track emphasizes developing skills in administration, organizational and policy development, teaching, curriculum, and social justice advocacy related to postsecondary institutions.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also have a master's degree from an accredited college or university, have earned a graduate grade point average (GPA) of at least 3.2 on a scale of 4.0 at the master's degree level, and have acceptable scores on the Graduate Record Examination (GRE). Applicants must speak and write standard English fluently, complete the application process for admission to the doctoral program, and demonstrate commitment to adult, higher, and community education.

Degree Requirements

The EdD in adult, higher, and community education requires successful completion of a minimum of 90 hours of graduate credit beyond the bachelor's degree, including a dissertation. The candidate must enroll as a full-time student for two

consecutive semesters (completing 15 hours of credit), must maintain a GPA of at least 3.4 in doctoral-level course work, and must complete all degree requirements within a seven-year period after the date of formal admission to this doctoral program. Students will complete 46 or more semester hours of course work in the major of adult, higher, and community education.

In addition to the major, a doctorate requires completion of two 15-hour cognates or one 24-hour cognate related to the major.

DOCTOR OF PHILOSOPHY IN EDUCATIONAL STUDIES**Admission**

Applicants to this program will be required to:

- Submit an application for admission.
- Submit at least five satisfactory letters of recommendation.
- Submit transcripts of all previous collegiate work.
- Complete an interview with the program doctoral committee.
- Have a Graduate Record Examination (GRE) combined verbal and quantitative score of at least 1000.
- Have a grade point average of at least 3.5 from a master's degree.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
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Research core

EDJHM	676	Res Jr/Md Ed (3)	
	or		
EDSEC	676	Res in Sec Ed (3)	3
EDPSY	641	Statist Meth	3
	642	Interim Stat	3
EDCUR	660	Ethno Res Ed (3)	
	or		
	661	Intro Qual Res (3)	
	or		
HIST	613	Sem Hist Res (3)	3
EDCUR	671	Eval Ed Prog	3
ID	705	Resrch Collq (1-3)	2

Curriculum core

EDCUR	725	Curric Theor	3
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6 hours from

EDCUR	601	Curric Devel (3)	
	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H/Mid Cur (3)	6

Educational technology core

EDTEC	670	Tech Pol Ped	3
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6 hours from			
EDTEC	520	Tech Teach (3)	
	or		
	550	Curric Tech (3)	
	655	Inquiry Simu (3)	
	660	Instr Design (3)	
	665	Digital Lit (3)	6
Educational foundations core			
9 hours from			
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	9
Pedagogy and supervision			
3 hours from			
EDJHM	512	Instrl Strat (3)	
EDSEC	695	Dyn Sec Clrm (3)	
EDSUP	650	Superv Instr (3)	
EDEL	600	Bas Conc El (3)	
	640	Early Childh (3)	
EDRDG	620	Content Rdg (3)	
SPCED	600	Except Child (3)	3
Educational psychology			
EDSPY	600	Adv Ed Psy (3)	
	or		
	603	Human Devel (3)	3
	646	Tests Meas	3
Cognate(s)			
One 24-hour cognate or two			
15-hour cognates			24–30
Dissertation			10
Complete one of the following tracks			
Curriculum track, 16 hours			
EDCUR	700	Sem Cur Dvlp	3
	798	Sem Curr Dvl (3–6)	3
	799	Intern Suprv	4
EDAD	600	Intro Ed Led (3)	
	or		
	686	School Law (3)	3
Elective course from EDCUR			
(not used for curriculum core)			3
			16 hrs
Educational technology track, 15 hours			
EDTEC	770	Ed Tech Eval	3
	790	Intern E Tec (3–5)	3
Elective courses from EDTEC			
(not used for Ed Technology core)			6
Elective courses in Technology			
outside EDTEC			3
			15 hrs
Educational foundations track, 15 hours			
EDFON	699	Indpen Study(1–3)	3
Elective courses from EDFON			
and EDMUL (not used for			
EDFON core)			9

Elective course from History, Sociology, Philosophy, and Anthropology	3
	15 hrs
	102–109 hrs

SPECIALIST IN EDUCATION IN CURRICULUM AND EDUCATIONAL TECHNOLOGY

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also have a master's or equivalent degree from an accredited college or university; grade point average (GPA) of 3.2 on a scale of 4.0 for the master's degree; acceptable scores on the Graduate Record Examination (GRE); and at least two years of teaching experience. Candidates seeking certification must also meet Indiana certification requirements. Candidates not seeking certification will work with advisors to design appropriate programs to meet their individual needs.

Degree Requirements

The EdS in curriculum requires 30 hours beyond the master's degree and provides intensive training in curriculum theory, planning, development, and evaluation. School leaders are prepared to supervise curriculum fields and to administer district-wide curricular programs. The student's program of study is planned with committee advising to meet the student's needs.

DOCTORAL COGNATE IN HIGHER EDUCATION

The study of higher education is intended for students who plan to pursue careers in college and university settings. Students wishing to become college/university presidents, deans, professors, student affairs administrators, and financial aid advisors, for example, will especially benefit from this cognate.

DOCTORAL COGNATE IN HISTORY, PHILOSOPHY, AND SOCIOLOGY OF EDUCATION

Recommended for doctoral students who contemplate teaching courses or conducting research in the field of educational foundations or who wish

to strengthen their professional preparation by broadening their understanding of the bases of educational policy and practice.

**DOCTORAL COGNATE IN
TEACHER EDUCATION**

Candidates who intend to work in higher education in teacher preparation are the principal beneficiaries of this cognate. Emphasis is on exposing future college professors to the research in teacher preparation and in studying the variety of field and laboratory experiences. Much of the study can be tailored to individual candidates' needs.

**SENIOR HIGH, JUNIOR HIGH, AND
MIDDLE SCHOOL EDUCATION
LICENSE (grades 6–12): TRANSITION
TO TEACHING**

Admission Requirements:

- Earned baccalaureate degree from regionally accredited college or university in content area of license.
- 3.0 grade point average (GPA) or 2.5 grade point average plus five years of work experience in related field.

PREFIX	NO	SHORT TITLE	CR	HRS
EDPSY	600	Adv Ed Psy	3	
EDJHM	585	Prin Mid Sch	3	
EDSEC	560	St Tch Secon (3–7)	3	
	580	Prin Sec Sch	3	
EDFON	620	Foundations	3	
Content Methods				
(e.g., HSC 595 Tch Lrn Ed)			3	
				18 hrs

**CERTIFICATE IN COLLEGE AND
UNIVERSITY TEACHING**

Admission

Applicants pursuing only a certificate program will be admitted as nondegree students. A student who completes a certificate, however, can apply these hours to a degree-granting program upon receiving departmental approval. For nondegree seeking students only 9 hours can later be applied to a degree program. Students must become degree seeking before they take the remaining 6 hours for those hours to apply. An applicant must complete an application from the Department of Educational Studies and provide two copies of official transcripts from the institution granting the baccalaureate degree and

each institution attended for undergraduate and graduate work. Standards for admission:

- A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
- B. Satisfy one of the following:
 - An undergraduate cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate the GPA).
 - A cumulative GPA of at least 2.75 on a 4.0 scale in the latter half of the baccalaureate.
 - Students not meeting these criteria may be considered for admission at the discretion of the Department of Educational Studies chair.
- C. A student who is currently enrolled in a graduate program of study leading to a degree, who wishes simultaneously to pursue this graduate certificate, must complete the appropriate application, available from the Department of Educational Studies.
- D. Graduate students enrolled only in certificate programs may not hold graduate assistantships.
- E. Students may be enrolled full or part time in the certificate program.
- F. Completion of a graduate certificate does not guarantee admission into a graduate degree program.

Requirements

Students must earn a C (2.0) or better grade in each course and a 3.0 GPA in the program.

PREFIX	NO	SHORT TITLE	CR	HRS
Core courses				
EDHI	609	Prep Prof	3	
	610	Isu High Ed	3	
Teaching practicum, 3 hours from				
ID	601	Teach Prac (3)		
SCI	790	Intern Sc Ed (1–4)		
ENG	602	Eng Intrnshp (1–6)		
	633	Pr Tch TESOL (1–6)		
HSC	675	Internship (3–6)		
JOURN	675	Teach Intern (3)		
MUSCH	710	Internship (1–6)		
BED	605	Prof Intern (1–3)		
EDTEC	690	Practicum (2–4)		
EDAC	699	Internship (2–6)	3	
Or equivalent course to be determined with advisor.				

Elective courses

6 elective hours from the following colleges:

Teachers college

EDHI	611	Tch Cur H Ed (3)
	613	Adm Fin H Ed (3)
	640	Comm Col (3)
EDFON	610	Wmn Gndr Ed (3)
EDAC	634	Adlt Learner (3)
	635	Tchg Adlts (3)
	699	Internship (2-6)
EDTEC	660	Instr Design (3)
	690	Practicum (2-4)

Sciences and Humanities

SCI	690	Wkshp Sci Ed (1-12)
	695	Adv Tch Sci (3-6)
	696	Cur Is Sc Ed (3-6)
	790	Intern Sc Ed (1-4)
ENG	536	Th Res TESOL (3)
	537	Methods ESOL (3)
	604	Tech Eng St (3)
	605	Tch Eng Stu (3)
	609	In Writ Proj (1-6)
	690	Seminar Comp (3)
MATHS	680	Studies Tchg (1-6)
	690	C I Math Ed (3)
	697	Lead Math Ed (3)
HSC	564	H Ed Clinic (3)
	675	Internship (3-6)

Applied Sciences and Technology

NUR	620	Curr Designs (3)
	622	Teach in Nur (3)

Communication, Information, and Media

JOURN	674	Colleg Journ (3)
	675	Teach Intern (3)

Fine Arts

MUSCH	710	Internship (1-6)
MUSED	610	Mu Tch Learn (3)
	620	Assess Tech (3)
	640	Adv Gen Mus (3)
	650	Adv Chorl Ed (3)
	660	Adv Instr Ed (3)

Business

BED	605	Prof Intern (1-3)
	615	Post Sec Bus (2)
	620	Inst Tec (3)
	625	Prob Bus Ed (3)

Or equivalent courses to be determined with advisor.

6

15 hrs

EDUCATION: ADULT AND COMMUNITY (EDAC)

540 Educational Gerontology. (3)

Education and aging with emphasis on a life-span approach. Topics include education about aging for children and youth, career educational opportunities in gerontology, education for paraprofessionals and volunteers in

the field of aging, retirement-planning education, and educational opportunities for older adults.

Not open to students who have credit in EDAC 340.

629 Psychology of Adult Adjustment.

(3) The bases for certain adult behavior patterns and the problems involved in attempts to effect behavioral changes in adults.

Not open to students who have credit in EDPSY 355, 629.

631 Adult and Community Education.

(3) Overview of adult and community education including the concepts, histories, philosophies, processes, and trends in both public and private programs at the local, state, national, and international levels. Provides a basis for further study in the adult and community education graduate program.

632 Organizing Adult and Community Education Programs. (3)

Administration and leadership of adult and community education programs and organizations. Theoretical approaches and practical skills are emphasized.

634 The Adult as a Learner. (3) An overview of adult learning. Theories, approaches to learning, and current research for the effective education of adults.

635 Strategies for Teaching Adults. (3)

Focuses on teaching strategies, techniques, and methods suitable for adult learners that are supported by research and tested in practice, including preparation of model teaching units, lesson plans, or activities; testing and evaluation procedures; and learner-assessment techniques.

638 Program Planning in Community and Adult Education. (3)

Various approaches and models of program planning are examined with respect to their use in the practice of adult and community education.

644 Collaborative Learning in Adult, Higher, and Community Education.

(3) A recursive experience of the collaborative learning process, such that the participants will learn the collaborative process in a collaborative manner. Prepares learners to serve as facilitators of collaborative learning groups in their professional practice.

646 Working with Volunteers in Community Agencies. (3)

An

examination of the roles of volunteers within community agencies, including recent developments such as service learning and corporate volunteerism. A study of research and effective practice in working with volunteers.

648 The Community Educator. (3) The structure, purpose, and processes of community education development with emphasis on the development of skills and competencies required of a community education coordinator.

655 Continuing Education for Professionals. (3) A survey of the theoretical and research literature related to continuing education for professionals. A central focus includes an examination of the role of the educator in providing and managing continuing professional education.

681 Managing Community Education. (3) Skills and techniques essential to the management of community education projects. Emphasizes supervising and managing community education projects.

Prerequisite: EDAC 632, 648; or permission of the program director or the department chairperson.

690 Independent Study in Adult or Community Education. (1–6)

Exploration of a segment of adult or community education under the direction of an appropriate faculty member.

Prerequisite: permission of the program director, instructor, or department chairperson.

A total of 6 hours of credit may be earned.

697 The Grant Process and Research. (3)

A background for reading and writing research and related grant proposals and final reports of the type encountered by practitioners in adult education, community education, curriculum, executive development, gerontology, and related subjects. Includes information and practice in reading and evaluating research proposals and reports, finding potential sources of grant support, reading and interpreting grant program guidelines, and writing a grant or research proposal in one of the academic pursuits listed here. Individual and group instructional procedures will be used.

698 Seminar in Adult and Community Education. (3) Group or individual

investigations of problems in adult and community education such as adult basic education, education about or for the aging, development of community leadership, and learning in the work place.

Prerequisite: admission to advanced graduate degree programs or permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

699 Internship in Adult and Community Education. (2–6) A field experience jointly supervised by the university and a competent practitioner in approved settings in general adult education, correctional education, social gerontology, university extension and continuing education, community services, community development, and community education.

Prerequisite: permission of the program director or department chairperson.

A total of 6 hours of credit may be earned.

700 Seminar in Adult and Community Education. (3)

A forum for graduate students of advanced standing to examine contemporary issues, challenges, trends, and ambiguities in the study and effective practice of adult and community education.

Prerequisite: permission of the department chairperson or program director.

Open only to doctoral students in adult and community education and other advanced graduate students.

710 Research in Adult and Community Education. (3)

Develop and strengthen research competencies and critique approaches to research in adult and community education.

Prerequisite: permission of the department chairperson or program director.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

730 Practicum in Adult and Community Education. (2–6)

Supervised, individualized experience in adult and community education. Emphasis is on gaining experience in the application of theoretical principles to practice.

Prerequisite: admission to advanced graduate degree programs or permission of the program director or department chairperson.

A total of 6 hours of credit may be earned.

Open only to doctoral candidates in adult and community education.

780 Seminar in Managing Lifelong Education Programs. (3) Examines the cultures and climates of organizations, current leadership theories, and practices in the management of adult and community education.

Prerequisite: permission of the department chairperson or program director.

Open only to doctoral students in adult and community education; other advanced graduate students by permission.

EDUCATION: CURRICULUM (EDCUR)

601 Principles and Procedures of Curriculum Development. (3) Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

610 The Elementary School Curriculum. (3) The formal and social school-related experiences of elementary school pupils in the light of the purposes of the school. Current elementary school curricular practices and alternatives in the light of research in child development, principles of learning, and current culture.

620 The Secondary School Curriculum. (3) The cognitive, social, aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

630 The Junior High and Middle School Curriculum. (3) Examines

several curricular practices designed to produce intended outcomes with students age ten to fifteen. Studies current research, theory, and practices. Develops curricula designed for specific student populations.

655 Alternative School Curricula: Program Options. (3) Patterns, theories, practices, and research related to unusual curricular programs developed as options or alternatives to standard approaches for educating general or special groups in elementary and secondary schools. Students develop curricula for alternative programs.

660 Ethnographic Research in Education. (3) Principles and techniques of collecting important and accurate data using methods that are systematic, intelligent, and dependable when the data or group composition do not meet the assumptions on which statistics are based.

661 Introduction to Qualitative Research. (3) Overview of qualitative research methods from ethnography to hermeneutics.

671 Evaluation of Educational Programs. (3) Experience in conducting a program evaluation. Students will examine different theoretical models of evaluation and will evaluate an educational program by constructing and administering instruments, analyzing the data gathered, determining the worth of the program, writing an evaluation report, and presenting the report to the personnel of the program evaluated.

673 Evaluation of Educational Materials. (3) Students examine and apply several approaches to the evaluation of a variety of printed and audiovisual educational materials in terms of their probable effect on learners, educational advantages and limitations, and relationships to past and current learning experiences of students.

675 Evaluation of Educational Personnel to Strengthen Curriculum. (3) Study of the theory and practice of personnel evaluation. Students will complete evaluations of adults working in teaching/learning relationships with others. Students will use an evaluation model designed to improve the performance of those evaluated. Students will also experience being evaluated.

680 Staff Development to Strengthen Curriculum. (3) Study of the theories, practices, and research on staff development. Students will design, conduct, and evaluate a staff development program with three or more adults working in teaching/learning situations.

690 Problems in Curriculum. (1–9) Specific problems in curriculum development and evaluation are studied, usually as field study.

A total of 9 hours of credit may be earned.

700 Seminar in Curriculum and Staff Development and Evaluation. (3) Students will analyze, with faculty and other advanced graduate students, previous formal study, current research, professional publications, and their own field experiences in curriculum, staff development, and evaluation of programs and personnel. Students will develop a set of theory statements that embody their conclusions.

Prerequisite: one course from EDCUR 601, 610, 620, 630 and one course from EDCUR 671, 675, 680 or permission of the department chairperson.

725 Curriculum Theory, Process, and Products. (3) An examination of the theory of human behavior as it relates to study of the development and evaluation of curriculum in formal education. Students will examine existing divergent theories of curriculum and will practice curriculum-theory building.

735 Analysis and Application of Research on Teaching. (3) Theories of teaching and application of research about teaching to classroom functions of teachers as they study and guide learning processes.

770 Advanced Evaluation of Educational Programs. (3) Systematic methods for collecting data descriptive of outcomes of school programs and for assigning value to the data. Emphasizes theory and design of program evaluation, criteria for determining quality in instrumentation of program evaluation, preparing program-evaluation reports, the politics of program evaluation, and fieldwork directly in a program-evaluation project.

Prerequisite: EDCUR 671; EDPSY 640 or 646 or the equivalent.

798 Seminar in Curriculum Development. (3–6) Development of a

conceptual framework based on general systems theory for guiding, developing, and evaluating curriculum-improvement programs.

Prerequisite: EDCUR 610 or 620.

A total of 6 hours of credit may be earned.

799 Internship in Supervision and Curriculum. (4) A field experience under the supervision of the university and an experienced practitioner in the duties and responsibilities of a general supervisor and curriculum specialist. The intern will be assigned full-time to a general supervisor or general curriculum specialist and will participate full-time in the activities of a school system.

Prerequisite: permission of the department chairperson.

EDUCATION: FOUNDATIONS (EDFON)

610 Women, Gender, and Education. (3) Explores some of the major themes in the study of women and education and samples a variety of the methodologies used by historians, sociologists, philosophers, psychologists, anthropologists, and others conducting research in the area.

620 Social, Historical, and Philosophical Foundations of Education. (3) An academic study of the complex relationship between schools and society through the disciplines of sociology, history, and philosophy of education. The goal is to develop disciplines of normative, interpretive, and critical perspectives on education.

Open only to postbaccalaureate licensing students.

621 Education and Ethics. (3) Combines moral theory and applied ethics to consider various questions related to education and classroom practice: respect for student agency; the professional autonomy and responsibility of teachers; the interaction among teachers, students, and administrators; and teachers as agents for social improvement.

Prerequisite: permission of the department chairperson.

Open to all graduate students in good standing.

631 Philosophy of Education. (3) School practices and educational ideas as they have been described and analyzed by philosophers of education.

632 Seminar in the Philosophy of Education. (3) Specific and specialized study of philosophy of education. Conduct specialized scholarly work under the guidance of the professor, encouraging deeper understanding of the theoretical presuppositions of school practices.

Prerequisite: EDFON 631.

641 History of American Education. (3) The history of American educational thought and its influence upon institutional schooling from the Puritans to the present.

642 Seminar in the History of Educational Thought. (3) Interplay between central ideas in education that have stood the test of time and the broader intellectual climate. Conduct specialized scholarly work under the guidance of the professor.

Prerequisite: EDFON 641.

651 Educational Sociology. (3) The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of the schools in a democratic society.

652 Seminar in Educational Sociology. (3) Specific and specialized study of educational sociology. Conduct specialized scholarly work under the guidance of the professor, encouraging deeper understanding of the dynamic relationships between the institutional school and the larger society.

Prerequisite: EDFON 651.

660 Comparative Education. (3) Present-day educational systems in selected nations; how they reflect historical, political, economic, and cultural differences.

699 Independent Study in Foundations of Education. (1–3) Independent study and research in the foundations of education (excluding psychological foundations). Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

EDUCATION: HIGHER (EDHI)

600 Introduction to Student-Affairs Administration. (3) Foundations of

student affairs work, the practical functioning of the programs and services in student affairs, and the relationship of student affairs to the total college or university administration.

Open only to higher education students, except by permission of the department chairperson.

601 Theories of College Student Development: Higher Education Application. (3) Introduction to the major theories of college student development, application of theoretical approaches to student needs with implications for student affairs administrators.

Open only to higher education students, except by permission of the department chairperson.

602 The American College Student. (3) Characteristics and activities of contemporary college students, patterns of interaction between students and other segments of the campus and the larger society, and effects of the college experience upon students. Limited to students pursuing programs in higher education, except by permission of the department chairperson.

609 Preparing for the Professoriate: Teaching in Higher Education. (3) Designed for graduate students, junior faculty, adjunct and part-time faculty in pursuit of the knowledge and skills necessary for quality undergraduate teaching. In addition, students will explore the relationship between teaching, research, and service responsibilities inherent in the professoriate.

610 Issues in Higher Education. (3) A critical examination of the American system of higher education including such topics as diversity of purpose, clientele served, nature of institutions, contemporary problems of financing, organization, governance, and administration of colleges, universities, and other institutions.

611 Teaching and Curriculum Issues in Higher Education. (3) Principles, issues, and rationales of curricula in higher education including relationships among general, specialized, and professional programs. A study of the varied responsibilities of faculty members in colleges with particular emphasis on the instructional role including teaching skills and strategies.

Prerequisite: EDHI 609 or permission of the department chairperson.

613 Administration and Finance in Higher Education. (3) Study of the theories and practices in administration, governance, and financing of colleges and universities in the United States.

Prerequisite: EDHI 610 or permission of the department chairperson.

640 The Community College. (3) Study of the characteristics and functions of community and junior colleges in American higher education emphasizing role, governance, faculty, curriculum, students, and finance in two-year colleges.

659 Independent Study in Higher Education. (1–3) Exploration of a topic in higher education under the direction of an appropriate faculty member.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

690 Seminar in Student Affairs Administration. (3) Investigation of selected topics critical to practice in student affairs administration.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

698 Principles and Practices of Student Affairs Administration. (3) Provides for the development of a personal philosophy of student affairs administration through exposure to the various roles assumed by student affairs professionals; through broadened awareness of the several trends, structures, and principles that affect student affairs work; and through the competencies considered essential to successful professional practice. Uses case studies to investigate current practices.

Open only to higher education students, except by permission of the department chairperson.

699 Practicum in Student Affairs Administration. (3) Experience in one branch of student affairs (admissions, career services, dean of students, financial aid, student activities, recreation, minority related areas).

Open only to students in the student-personnel program or by permission of the department chairperson.

700 Seminar in Higher Education. (3) A forum for graduate students of

advanced standing to critically examine higher education research with a special focus on policy and practice implications.

Open only to doctoral students in adult, higher, and community education and other advanced graduate students.

EDUCATION: JUNIOR HIGH/MIDDLE SCHOOL (EDJHM)

512 Instructional Strategies and Approaches in Junior High and Middle Schools. (3) Circumstances affecting instruction in junior high and middle schools are analyzed. Students are encouraged to be creative and effective in structuring and developing instructional methods, techniques, units, materials, and evaluation procedures appropriate for junior high and middle school students.

534 Classroom Management: Practical Approaches to Improving Student Behavior. (3) Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and ways to create a positive environment for learning.

Not open to students who have credit in EDEEC 434.

585 Principles of Teaching in the Middle School. (3) Combines the theory and practice of teaching at the middle school level. Includes the study of interdisciplinary planning and instructional strategies, cooperative learning, technology, classroom management, and current curricular issues. Intensive in-school assignments, observations, participation, and direct contact with adolescents required.

Prerequisite: permission of the department chairperson.

Parallel: EDEEC 580.

Open only to secondary education students in good standing.

601 Field-Based, In-service Concerns in Junior High/Middle School Education. (1–3) A field-based course designed for practicing professionals and scheduled by request for a specified number of credit hours. Provision is made to study such professional concerns in junior high/middle school education as general classroom management, common teaching skills, organization,

cultural and ethnic considerations, and interpersonal relationships. The course is *not* designed to address special problems in content areas.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

676 Research in Junior High/Middle School Education. (3) Investigation, summary, and interpretation of research in junior high/middle school education. Each student will write and submit a research report to fulfill course requirements.

Not open to students who have credit in EDEL 676 or EDEEC 676.

690 Practicum in Junior High/Middle School Education. (1–9) Study and analysis of specific classroom procedures in a school setting as related to a specific education problem offering perspective on the entire educational task of the junior high/middle school. Offered credit/no-credit only.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

699 Independent Study in Junior High/Middle School Education. (1–3) Independent study and research in junior high/middle school education. Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

EDUCATION: LIBRARY (EDLIB)

502 Global and Multicultural Information and Materials: PreK–12. (3) Emphasis on examination of cultural information, materials, and Internet sites for children and young adults. Projects useful for teachers, library media personnel, and caregivers are developed. Recent trends and applications in realistic settings are examined.

Not open to students who have credit in EDLIB 302 or EDMUL 302.

533 Information Resources in Libraries. (3) An examination of the most essential information sources in libraries, such as dictionaries, encyclopedias, periodical indexes, CD-ROMs, Internet reference sites, and

special reference works in subject areas. Guiding theories for effective dissemination of information are examined.

Open to all students.

Not open to students who have credit in EDLIB 333.

542 Technical Processing: Cataloging and Classification. (3) Introduction to cataloging and classification principles concentrating on the book format and the use of data in automated systems. Practice in using the Anglo-American Cataloging Rules, Revised, automation (MARC 21), and the Dewey Decimal Classification System. Introduction to the database, OCLC, used for bibliographic information and building automated bibliographic systems. Theory and recommended procedures are emphasized.

Not open to students who have credit in EDLIB 342.

545 Technical Processing: Cataloging and Classification of Nonbook Materials. (3) Introduction to the issues involved in cataloging, classifying, and integrating these materials into an online database. Advanced practices are emphasized.

Prerequisite: EDLIB 542.

Not open to students who have credit in EDLIB 345.

558 Library Materials and Services for Children and Young Adults. (3) Review of recently published materials, topical materials, and their uses in libraries and educational programs.

559 Media Practicum. (1–4) Supervised field experience in school media centers of libraries. A journal of experience is required.

Prerequisite or parallel: EDLIB 580; approval of the program coordinator or the department chairperson.

A total of 4 hours of credit may be earned.

560 Selection of Library Materials. (3) Principles and advocated practices in development of library collections that include print, nonprint, electronic, and Internet materials. Project related to administration or selection for collection development.

Not open to students who have credit in EDLIB 460.

561 Materials for Children. (3) Reading and examining books and other materials for the enrichment of library

programs for preschool through upper elementary. Advanced project required.

Not open to students who have credit in EDLIB 461.

562 Materials for Young Adults. (3)

Reading and examining books and other materials for young adult programs.

Advanced project required.

Not open to students who have credit in EDLIB 462.

580 School Media Center and Library Administration. (3)

Principles of planning, organizing, supervising, and evaluating school media center and public library services. Includes originating model program plans. Leadership theories are examined.

Not open to students who have credit in EDLIB 380.

695 Seminar in School Library

Problems. (3–9) Investigation and analysis of significant problems of the school library through application of information-search techniques and decision-making strategies. Topics vary.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

696 Independent Study. (1–3) Directed activity with a high degree of specialization. The topic must be approved by an appropriate supervising faculty member before registration.

Prerequisite or parallel: all required courses in the student's chosen area of concentration.

A total of 3 hours of credit may be earned.

EDUCATION: MULTICULTURAL (EDMUL)

502 Global and Multicultural Information and Materials: Pre K–12. (3)

Emphasis on examination of cultural information, materials, and Internet sites for children and young adults. Projects useful for teachers, library media personnel, and caregivers are developed. Recent trends and applications in realistic settings are examined.

Not open to students who have credit in EDMUL 302 or EDLIB 302.

660 Multicultural and Multiethnic Education in American Schools. (3)

Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning,

including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions, and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

670 Social and Cultural Minorities in American Education. (3)

Analysis of lifestyles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism/biculturalism, creativity, improvisation, adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups.

Prerequisite: EDMUL 205 or 660.

EDUCATION: SECONDARY (EDSEC)

534 Classroom Management: Practical Approaches to Improving Student Behavior. (3)

Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and ways to create a positive environment for learning.

Not open to students who have credit in EDSEC 434.

560 Student Teaching: Secondary School. (3–7)

Required for the standard license in secondary education. Involves a full-day assignment for ten weeks in an approved secondary school. Offered credit/no-credit only.

Prerequisite: admission to student teaching; permission of the department chairperson.

Parallel: EDSEC 465.

A total of 7 hours of credit may be earned.

Open only to secondary education students in good standing.

580 Principles of Teaching in the Secondary School. (3)

Combines theory and practice of teaching at the secondary level. Includes the study of instructional strategies, evaluation, curriculum development and organization, learning styles, technology, legal issues, and classroom management. Intensive in-school assignments, observations, participation, and direct contact with adolescents required.

Prerequisite: permission of the department chairperson.

Parallel: EDJHM 585.

Not open to students who have credit in EDSEC 380.

Open only to secondary education students in good standing.

600 Workshop in Secondary Education. (2–6) New developments in secondary education as they arise or as they become especially significant to practicing secondary school teachers. Although flexible, each workshop will examine a predetermined common area of concern.

A total of 6 hours of credit may be earned.

601 Field-Based, In-service Concerns in Secondary Education. (1–3) A field-based course for practicing professionals, scheduled by request for a specified number of credit hours. Professional concerns in secondary education such as general classroom management, common teaching skills, organization, cultural and ethnic considerations, and interpersonal relationships. The course is not designed to address special problems in content areas.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

668 Development of Secondary Programs for the Gifted and Talented.

(3) Knowledge and competencies necessary for the secondary teacher or program coordinator to develop, implement, and evaluate secondary programs for gifted and talented students.

676 Research in Secondary Education.

(3) Investigation, summary, and interpretation of research in secondary education. Each student will write and submit a research report.

Open only to students who have credit in EDEL 676 or EDJHM 676.

689 Seminar in Contemporary

Education Issues. (3–6) Group or individual investigation of various problems in secondary education.

A total of 6 hours of credit may be earned.

690 Practicum in Secondary Education.

(1–9) Study and analysis of specific classroom procedures in a school setting as they relate to a specific educational problem and as they provide

perspective on the entire educational task of the secondary school. Offered credit/no-credit only.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

695 Dynamics of the Secondary School Classroom. (3) Designed to promote knowledge and skill in diagnosing instructional group structures, solving urgent problems of educational practice, and developing guidance and leadership proficiency in the classroom.

699 Independent Study in Secondary

Education. (1–3) Independent study and research in secondary education. Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

EDUCATION: SUPERVISION (EDSUP)

650 Supervision of Instruction. (3)

Analyzes supervisory functions of the superintendent, supervisor, and principal. Lays the philosophical basis for supervision at all levels of the school system from early childhood through secondary education.

EDUCATION: TECHNOLOGY (EDTEC)

520 Technology and Teaching Practice.

(3) Introduces technology integration into K–12 teaching practice. Surveys emergent digital media technologies relevant to the construction of professional digital portfolios. Students evaluate and construct technology-integrated lesson plans related to national and state educational technology standards.

Not open to students who have credit in EDTEC 120.

550 Curriculum Integration of Learning

Technology. (3) Emphasizes the theory, design, and integration of digital media and educational computing into K–12 curricula. Students develop an instructional unit that integrates national and state educational technology and curriculum standards.

Not open to students who have credit in EDTEC 350.

552 Multimedia Web Design and Development for Education. (3)

Emphasizes the design and development of Web-based multimedia modules into K–2 curricula. Explores the development of interactive multimedia. Introduces Web-authoring tools. Develops Web-based interactive instructional units.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 352.

585 School Information Infrastructures. (3)

Explores the core technologies and models for school information infrastructures and networks for K–12 and teacher education contexts. Examines hardware and software solutions for designing computing labs and digital media studios for K–12 teachers and students. Introduces basic local area network technologies and Web-based models relevant to educational contexts.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 485.

655 Inquiry and Simulation Models in Educational Computing. (3)

Emphasizes the theory, design, and curricular integration of data-driven computer applications for inquiry, simulation, and problem-solving. Explores construction of databases, simulations, and similar interactive applications for teaching and learning.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 355.

660 Instructional Design and Technology. (3)

Explores practical and experimental applications of interactive computing for teaching and learning. Introduces principles and models of instructional design. Designs and develops educational projects based on an instructional design model.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 360.

665 Children, Technology, and Digital Literacy. (3)

Examines the relationships of visual and digital literacy theories on the cognitive and social development of children. Addresses the ethical and

moral dimensions of how children use computers, the Internet, and digital media. Students will design child-centered interactive learning environments. Strategies will be developed for assessing learning within technology-rich contexts.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 365.

670 Technology Policy and Pedagogy. (3)

Examines the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and the policies that affect how technology is realized in schools and their surrounding communities. Addresses the leadership roles necessary for developing enabling conditions for technology integration.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 470.

675 Distance Education and Distributed Learning Technology. (3)

Explores the core technologies and models for distributed learning and distance education. Examines professional development models using distance education technologies. Students plan, design, and develop modules and programs for professional development and/or K–12 learning, and market their solutions to an identified audience.

Prerequisite: EDTEC 585, 670; or permission of the department chairperson.

680 Advanced Projects in Digital Media. (3)

Emphasizes experience with the design and production of high-end interactive multimedia applications for education. Explores emergent digital technologies.

Prerequisite: EDTEC 660 or permission of the department chairperson.

Not open to students who have credit in EDTEC 480.

685 Educational Informatics and Technology Leadership. (3)

Examines development and deployment of information systems in K–12 settings. Explores administrative and end-user systems for performance-based data management in collaboration with school leaders; strategies for data-driven decision making will be developed.

Defines leadership responsibilities in K–12 technology planning and implementation.

Prerequisite: EDTEC 585 or 675 or permission of the department chairperson.

690 Practicum in Educational Technology. (2–4) Application of technology in classroom or schools with supervision involving professors, classroom teachers, and administrators as instructional mentors. Topics to be chosen in agreement with professor and teacher.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 4 in any one semester or term.

699 Independent Study in Educational Technology. (1–4) Independent study in educational technology. Topic to be chosen in consultation with instructor.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 4 in any one semester or term.

770 Research and Evaluation in Educational Technology. (3) Research seminar on educational technology. Explores literature on emergent topics in educational technology. Students conduct empirical research on a theory-driven innovation and evaluate it in teaching and learning contexts.

Prerequisite: permission of the department chairperson.

790 Internship in Educational Technology. (3–5) Supervised professional internship in K–12, higher education, government, or corporate setting.

Prerequisite: doctoral standing; permission of the department chairperson.

A total of 7 hours of credit may be earned, but no more than 5 in any one semester or term.

TEACHER EDUCATION (TCHED)

650 Curriculum and Research in Teacher Education. (4) A study of research and rationales supporting the development and implementation of teacher education programs. Includes traditional, current, and experimental curricula as well as issues related to accreditation, certification, governance, and selective retention.

651 Professional Laboratory Experiences in Teacher Education. (3) Reading, discussion, and observations directed toward the theoretical basis for direct preservice experiences in teacher-preparation programs. Particular emphasis upon the clinical phases and the role of college and university faculty members. Direct skill and supervision included.

Prerequisite: TCHED 650 or permission of the department chairperson.

652 Practicum in Teacher Education. (1–3) Direct engagement in one or more facets of the teacher-education program at the university. Emphasizes laboratory experiences.

Prerequisite: TCHED 651 or permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

753 Independent Study in Teacher Education. (1–3) Exploration of a topic in teacher education under the direction of an appropriate faculty member.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

ELEMENTARY EDUCATION

www.bsu.edu/elementaryeducation
Teachers College 216, (765) 285-8564
Chairperson: Jill Miels
Director of Master’s Degree Programs: Harold Roberts
Director of Doctoral Programs in Elementary Education: Patricia Clark
Graduate Faculty: Bottomley, Burke, Clark, Cooper, Ford, Huber, Kragler, Martin, McVicker, Melser, Miels, Popplewell, Putman, Salisbury, Schoenfeldt, Smith, Staley, Stroud, Tancock, Walker

The Department of Elementary Education offers a variety of graduate programs to help educators and other professionals concerned with the education of children from birth through elementary school achieve their educational goals. In addition, the department offers programs in reading that extend through adulthood. The faculty work closely with professionals in the field. The department hosts conferences, workshops, and special training experiences to promote the dissemination of current educational practices. Special in-service programs are designed to meet staff development requests in addition to carefully designed graduate classes.

Within the guidelines of the graduate programs there is ample flexibility to meet student interests and needs. The master’s and doctoral programs have been designed to help professionals accomplish their personal career and professional goals.

The MAETEE program and transition-to-teaching program offer post-graduate licensing opportunities in elementary education.

PROGRAMS

Master of arts in education (MAE) in elementary education, in teaching in elementary education, and professionalization of teaching licenses and endorsements. Reading teacher certification is available as well. Other programs include doctor of education (EdD) in elementary education and doctor of philosophy (PhD) in elementary education and a transition-to-teaching program.

Master of Arts in Education Programs

Admission

Applicants must meet the admission requirements of the Graduate School.

**MASTER OF ARTS IN EDUCATION
IN ELEMENTARY EDUCATION**

Degree Requirements

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR</i>	<i>HRS</i>
Required courses				
EDEL	600	Bas Concp El (3)		
	or			
	640	Early Childh (3)	3	
EDRDG	610	El Sch Readg (3)		
	or			
	615	Erly Lit Dev (3)	3	
EDCUR	610	Elem Sch Cur (3)		
	or			
EDPSY	646	Tests Meas (3)	3	
Professional education core				
Three courses including				
EDEL	676	Res Elem Edu (3)	9	

Focus area	
Three courses approved by advisor	9
Directed electives	3
	<hr/>
	30 hrs

MASTER OF ARTS IN EDUCATION IN TEACHING IN ELEMENTARY EDUCATION

PREFIX	NO	SHORT TITLE	CR HRS
Foundation courses, 12 hours			
EDEL	601	Prof Elem Ed	3
EDPSY	600	Adv Ed Psy	3
	627	Child Devel	3
EDFON	620	Foundations	3
Methods, 21 hours			
EDEL	680	Lower Lan Ar	3
EDRDG	610	El Sch Readg	3
	680	Cls Rdg Diag	3
MATHS	691	Dev Rem Math	3
SCI	690	Wkshp Sci Ed (1-12)	3
SPCED	600	Except Child	3
SS	690	Orga Tch Mat	3
Practica, 9 hours			
EDEL	626	Dis Clsrn Mt	3
	690	Practm El Ed (1-8)	6
Directed electives			6
			<hr/>
			48 hrs

DOCTOR OF EDUCATION IN ELEMENTARY EDUCATION

Aids the candidate in developing skills and knowledge in curriculum, evaluation, research, and teaching methodology. Educational experiences are provided through course work and fellowship assignments. Programs are individualized to meet the specific goals of students.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited college or university with a grade point average (GPA) of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination (GRE); submit autobiography, philosophy of education, and five references; have two or more years of successful teaching or appropriate professional experience; and be recommended by the Advanced Graduate Studies Committee of the Department of Elementary Education.

Degree Requirements

General guidelines include a minimum of 90 hours of graduate credit, at least 48

of which ordinarily will be completed at Ball State University. The program also requires a major of 40 hours, including 10 hours for the dissertation; cognate fields of either two 15-hour (minimum) cognates or one 24-hour (minimum) cognate. The 15-hour cognates must include a minimum of 9 hours of Ball State University credit; the 24-hour cognate must include a minimum of 12 hours of Ball State University credit; and two consecutive semesters of residency, (15 hours within one calendar year) which are expected to begin within two years of acceptance to the program.

PREFIX	NO	SHORT TITLE	CR HRS
Teachers College requirements			
EDPSY	641	Statist Meth	3
	642	Interim Stat	3
ID	705	Resrch Collq (1-2)	2
(or another approved course)			
Humanistic studies			
One course from			
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3

Behavioral studies

One course from			
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	627	Child Devel (3)	3

Area of specialization
(Elementary, Early Childhood,
Reading) 40 hours

Doctoral seminar (2 semesters)			
EDEL	798	Seminar Eled (2)	
	or		
	799	Sem Erly Chd (2)	
	or		
EDRDG	700	Seminar (2)	4

Research

One course from			
EDEL	740	Rsch Yng Chd (3)	
	791	Sem In El Ed (3)	
EDRDG	770	Stu Research (4)	3-4

Dissertation

DISS	799	Drs Dissert (1-10)	10
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DOCTOR OF PHILOSOPHY IN ELEMENTARY EDUCATION

Designed to meet the needs of advanced graduate students who seek leadership roles in education and are dedicated to advancing the profession through their advanced research skills, teaching, and service. The program includes an intensive, in-depth study of education and various professional experiences through fellowship assignments.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited college or university with a grade point average (GPA) of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination (GRE); submit an autobiography, philosophy of education, and five references; have two or more years of successful teaching or appropriate professional experience; and be recommended by the Advanced Graduate Studies Committee of the Department of Elementary Education.

Degree Requirements

General guidelines include a minimum of 90 hours of graduate credit, at least 48 of which ordinarily will be completed at Ball State University. The program also requires a major of 40 hours, including 10 hours for the dissertation; cognate fields of either two 15-hour (minimum) cognates or one 24-hour (minimum) cognate. The 15-hour cognates must include a minimum of 9 hours of Ball State University credit, and the 24-hour cognate must include a minimum of 12 hours of Ball State University credit; research competence of 12 to 15 hours of graduate credit in one of the following: foreign language, statistical methods, computer science, or research techniques; and two consecutive semesters of residence (15 hours within one academic year), which are expected to begin within two years of acceptance to the program.

PREFIX	NO	SHORT TITLE	CR HRS
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Teachers College requirements			
ID	705	Resrch Collq (1-2)	2
EDPSY	641	Statist Meth	3
	642	Interim Stat	3

(or another approved course)

Humanistic studies

One course from

EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3

Behavioral studies

One course from

EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	627	Child Devel (3)	3

Area of specialization

(Elementary, Early Childhood, Reading) 40 hours	40
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Doctoral seminar (2 semesters)

EDEL	798	Seminar Eled (2)	
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or

799	Sem Erly Chd (2)	
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or

EDRDG	700	Seminar (2)	4
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Dissertation

DISS	799	Drs Dissert (1-10)	10
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Research cognate 15-24 hours

TRANSITION TO TEACHING

24-hour program will allow individuals who have an undergraduate degree in another field to become eligible to teach in an elementary school.

Admission

The candidates will have to meet the following requirements:

- 3.0 grade point average (GPA), based on a 4.0 scale; or 2.5 GPA, based on a 4.0 scale with 5 years experience in a related field;
- passing scores on all parts of the Praxis I at state minimum levels posted at Ball State University;
- meet criteria on an on-demand writing sample;
- meet criteria for interview with an interview team;
- provide three names of references;
- submit state-approved criminal background check; and
- submit a letter of application with a resume and transcripts.

PREFIX	NO	SHORT TITLE	CR HRS
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EDEL	626	Dis Clsrm Mt	3
	690	Practm El Ed	3
EDRDG	500	Tch Rdg Ele S	3
	501	Tch Lit In C	3
EDPSY	627	Child Devel	3
MATHS	691	Dev Rem Math	3
SCI	695	Adv Tch Sci (3-6)	3
SS	690	Orga Tch Mat	3

24 hrs

EDUCATION: ELEMENTARY (EDEL)

600 Basic Concepts in Elementary Education.

(3) Examination of current concepts essential for successful teaching and learning in an elementary classroom. Focus will provide a foundation of knowledge to be extended in future graduate work.

601 Professional Principles and Framework for Elementary Educators.

(3) Introduction to the framework of knowledge necessary for teaching in

today's schools. Development of educational principles for effective teaching and learning.

Open only to teaching in elementary education candidates.

626 Discipline and Classroom

Management: Some Practical

Approaches. (3) Practical ways for experienced elementary school teachers to create and maintain effective learning environments. Emphasizes approaches to prevention and remediation of disruptive classroom behavior.

Not open to students who have credit in EDEL 426.

630 Parent and Community Relations.

(3) Important and complex roles of parents and parent substitutes in the educational development of young children. Conditions affecting parent-child interactions and skills needed for effective parenting are studied and related to the educational process. Parent involvement as a significant contributor in early childhood education.

Not open to students who have credit in EDEL 231.

640 Early Childhood Education. (3)

Needs and interests of early childhood—preschool, kindergarten, and primary—as a basis for a critical evaluation of present practices in this field.

641 Early Childhood Program

Leadership. (3) The various organizational patterns and operational procedures of schools and centers for young children.

644 Education in a Diverse Society. (3)

A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

648 Play and Creativity in Early

Childhood. (3) The role of play and creative experiences in the development and learning of young children.

Addresses the philosophy, techniques, and problems of providing creative and play experiences for young children.

649 Infant and Toddler Education. (3)

Educational environments appropriate for and supportive of infants and toddlers; affective and cognitive factors affecting educational processes.

Opportunity to observe and participate in an educational program for infants and toddlers.

651 Educational Programs for Young Children. (3) Considers historical and current program models in early childhood education, as well as current theory and practice in early childhood curricular content areas. Related research and issues are examined and discussed.

Prerequisite: EDEL 640.

657 Development, Implementation, and Evaluation of Programs for Gifted/

Talented. (3) Competencies necessary for the elementary teacher to develop and implement programs for gifted and talented students. Emphasizes processes, techniques, materials, resources, and models appropriate for enhancing educational experiences for gifted and talented elementary students.

Prerequisite: EDPSY 621.

660 The Effective Use of Computers in the Elementary School. (3)

Theoretical understanding and personal skills needed to use computers effectively in the elementary school classroom. General role of computers in education and specific applications to particular uses within the classroom as well as strategies for evaluating computer ware and resources.

676 Research in Elementary Education.

(3) Investigation, summary, and interpretation of research in elementary education. Requires each student to write and submit a research report.

Not open to students who have credit in EDSEC 676 or EDJHM 676.

680 Problems in Teaching Lower Language Arts in the Elementary

School. (3) Identification of current problems in teaching the lower language arts, investigation of possible solutions, and application of conclusions to elementary education.

690 Practicum in Elementary

Education. (1–8) Study and analysis of schoolroom procedures used in different schools. Offered on a credit/no credit basis.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned.

694 Internship in Elementary

Education. (1–3) Field experience in

selected elementary education programs or educational agencies. Offered on a credit/no credit basis.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

698 Seminar in Elementary Education. (1–12) Doctoral candidates will consider group and individual investigations in elementary education.

A total of 12 hours of credit may be earned.

699 Independent Study: Elementary Education. (1–8) Independent study and research in elementary education.

Prerequisite: sponsoring instructor and permission of the department chairperson.

A total of 8 hours of credit may be earned.

740 Recent Research in the Education of Young Children. (3) Significant research in early childhood education; application of the results of selected research studies to program development and teaching procedures. Students will identify areas in which research is needed.

Open to doctoral-level students and other graduate students by permission of the department chairperson.

745 Professional Issues in Early Childhood Education. (3) Examines professional responsibility in the field of early childhood education, considering issues such as ethics, equity, standards, assessment, accreditation, the preparation of early childhood educators, and advocacy.

Prerequisite: EDEL 640 or permission of the department chairperson.

Open only to doctoral-level students and other students by permission of the department chairperson.

791 Seminar in Research in Elementary Education. (3) Study and analysis of research in elementary education for students in advanced graduate programs. Historical and current investigations, evaluation, implications, and implementation in addition to an attempt to define questions needing further research.

Prerequisite: EDEL 676 or permission of the department chairperson.

792 Issues in Elementary Education. (3) Major trends and issues in elementary education for students in advanced

graduate programs. Emphasizes analysis and evaluation of applicability of current research data.

Prerequisite: EDEL 791 or permission of the department chairperson.

798 Seminar in Elementary Education. (2) Doctoral candidates will consider group and individual investigations in elementary education.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

Open only to doctoral candidates in elementary education.

799 Seminar in Early Childhood Education. (2) Seminar for doctoral candidates who will study, by means of group and individual in-depth investigation and critical discussion, current literature on issues, problems, and research related to early childhood education.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

EDUCATION: READING (EDRDG)

500 The Teaching of Literacy in the Elementary School. (3) Designed to teach the current thinking, approaches, and methodology of literacy instruction in the elementary school.

Prerequisite: permission of the department chairperson.

501 The Teaching of Literacy in the Integrated Curriculum. (3) Designed to teach the current thinking, approaches, and methodology of literacy instruction in the integrated curriculum.

Prerequisite: EDRDG 500; permission of the department chairperson.

545 Using Computers in Reading Instruction. (3) For the elementary school teacher: appropriate and effective use of the computer in a classroom reading program. Commercially prepared courseware and teacher-developed applications.

Prerequisite: EDRDG 400, 430; EDTEC 520; or approval of the director of reading or the department chairperson.

Not open to students who have credit in EDRDG 445.

610 The Teaching of Reading in the Elementary School. (3) Appraisal of the elementary school reading program in

terms of principles, practices, and problems involved in the instructional program. (This requirement may be waived by the director of reading for students with an undergraduate minor in reading.)

615 Early Literacy Development. (3)

Develop an understanding of early literacy development through early primary years. Explanation of theories and practical application to foster young children's reading and writing development.

Prerequisite: EDRDG 610

620 Content Area Reading. (3)

Procedures for developing effective reading skills to be applied by teachers. Focuses on the relationship between the processes of literacy and the methods to enhance content area reading in order to meet the total range of student literacy needs.

625 Teaching Reading to Adults. (3)

Background for understanding problems and concerns in adult reading for functional adequacy. Programs, materials, and instructional approaches with practical applications to literacy efforts, adult basic education, continuing education, and adult and community education programs.

630 Psychological Foundations of Reading. (3)

Psychological basis of the reading process. Emphasizes psychological, cognitive, and psycholinguistic principles that underlie the reading process.

Prerequisite: EDRDG 610 or 620.

640 Issues in the Teaching of Reading. (3)

Current approaches and recent trends in the teaching of reading (K–12). Emphasizes present practices in reading and implications of research in reading.

650 The Organization and Supervision of a School Reading Program. (3)

Covers recent trends for the administration of a reading program. For principals, supervisors, consultants, and reading specialists.

680 Classroom Reading Diagnosis. (3)

Provides the knowledge and skills necessary to diagnose children's reading and to develop, plan, and organize a reading program based on diagnostic evidence.

Prerequisite: EDRDG 610 or 620.

690 Reading Practicum. (3) Supervised experience in teaching persons with reading disabilities in a clinical setting. Emphasizes the use of specialized techniques and materials selected and designed in the light of extensive diagnostic information.

Prerequisite: EDRDG 680.

692 Clinical Diagnosis of Reading Difficulties. (3)

The psychology of reading difficulties, individual diagnostic techniques, and the planning of reading programs for severely disabled readers in a clinical setting.

Prerequisite: EDRDG 450 or 690 or permission of the director of reading.

698 Independent Study in Reading. (1–9)

Individual study of specific topics in reading education. Group and individual investigations are included.

A total of 9 hours of credit may be earned.

700 Seminar in Reading. (2) Selected topics in reading education. Builds on extensive background in reading, research, and theory.

Prerequisite: 8 semester hours of credit in graduate reading courses or permission of the director of reading.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

701 Advanced Study in Reading. (3)

The application of basic research findings to the reading process and the teaching of reading.

Prerequisite: 6 graduate hours of credit in reading.

770 Study of Reading Research. (4)

Emphasizes types of research that have contributed to greater understanding of the reading process.

Prerequisite: EDRDG 610, 640; EDPSY 640 or permission of the director of reading.

799 Internship in Reading. (2–6) A field assignment with opportunities to direct, coordinate, and supervise a reading program in a selected educational setting, with joint supervision by the university and an experienced director or coordinator of reading.

Prerequisite: permission of the director of reading.

A total of 6 hours of credit may be earned.

SPECIAL EDUCATION

www.bsu.edu/spced

Teacher College 722, (765) 285-5700

Chairperson: John B. Merbler

Director of the Doctoral Program: Michael Harvey

Director of Master's Programs: John B. Merbler

Graduate Faculty: Albrecht, Braaten, Feldman, Hadadian, Hargrove, Harvey, Koch, McCormick, Merbler, Richmond, Ulman, Yssel

The Department of Special Education offers programs designed to increase students' competencies in remedial and corrective teaching of basic academic and special skills; expand their understanding of the personal, psychological, social, educational, and vocational needs of persons with disabilities; and strengthen their assessment, diagnostic, prescriptive, and research skills.

Students are offered advanced study and research opportunities through fieldwork; internships; the TEACH Center, which provides adaptive technology services for preschool children with disabilities and their families and teachers; and the Diagnostic Learning Center, which provides diagnostic services for people with disabilities who are preschool-through-college age. In addition, practical opportunities are available with LEAs and state agencies serving persons with disabilities.

PROGRAMS

Master of arts (MA) in special education; master of arts in education (MAE) in special education; and doctor of education (EdD) in special education in one or more of the categories of special education. A certification program for graduate-level students is also available.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also have an overall grade point average of at least 2.75 on a scale of 4.0 in undergraduate work if applying for graduate assistantships and receive a positive recommendation from the department's advanced studies committee.

MASTER OF ARTS IN SPECIAL EDUCATION

Includes the following specializations: deaf education, emotional/behavior disorders, mild interventions, severe disabilities, early childhood special education, general special education, special education administration (Director of Exceptional Needs/Special Education), and visual impairments. Completion of one or more of these specializations may lead to employment as master teachers in such situations as resource rooms, self-contained classrooms, and local, state, and private agencies or residential schools serving children, youths, and adults with disabilities. Graduates are also prepared to serve as consultants in inclusionary settings.

Generally, special education undergraduate majors select this master's degree program option either to

strengthen their bachelor's degree preparation or to acquire another area of special education licensure.

Degree Requirements

The MA requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major area of study, supplemented by a research course and 9 hours of designated courses in a second area of special education. Typically, students will follow a plan of study prescribed by special education licensure standards.

MASTER OF ARTS IN EDUCATION IN SPECIAL EDUCATION

Includes the following areas of study: deaf education, emotional/behavior disorders, severe disabilities, mild interventions, early childhood special education, general special education, and visual impairments. Completion of one or more of these specializations may qualify students for employment as master teachers in such situations as resource rooms, self-contained classrooms, and local, state, and private agencies or residential schools serving children, youths, and adults with disabilities. Graduates are also prepared to serve as consultants in inclusionary settings.

This option generally is selected by students who have earned bachelor's degrees in elementary or secondary education. The MAE degree is also offered by distance education.

Degree Requirements

The MAE requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major, supplemented by a research course and at least three courses from the professional education core. Typically, students will follow a plan of study as prescribed by special education licensure standards.

DOCTOR OF EDUCATION IN SPECIAL EDUCATION

Designed to meet the needs of advanced graduate students seeking to assume leadership roles in special education in one or more of the following positions in higher education: teacher educator, special education manager, and curriculum specialist and researcher/evaluator. Upon successfully completing

the program, the candidate will hold a doctor of education degree with a noncategorical major in special education degree, i.e., with generic training emphasis rather than a specific disabilities training emphasis.

Admission

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited institution, have two years of successful appropriate professional experience, have a grade point average (GPA) of at least 3.2 on a scale of 4.0 at the master's level, achieve acceptable composite scores on the Graduate Record Examination (GRE) general test, and be recommended by the department's advanced studies committee.

Degree Requirements

The doctoral degree with a major in special education requires a minimum of 90 hours of graduate credit, 48 of which must be completed at Ball State University. The program consists of several basic required courses as well as a major of at least 40 hours, most of which must be completed at Ball State University. Two 15-hour cognates (minimum) or one 24-hour cognate (minimum) will be selected by doctoral students in consultation with their committee chairpersons to complement career and research interests. Nine hours of each 15-hour cognate or 12 hours of the 24-hour cognate must be completed at Ball State University.

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	701	Pol Is Sped	3
	702	Ln Beh & Dev	3
	703	Adv Mth Sped	3
	764	Seminar (3-6)	3
DISS	799	Drs Dissert (1-10)	10
EDPSY	641	Statist Meth	3
	642	Interim Stat	3
ID	705	Resrch Collq (1-2)	2

Research electives

Cognate area (one area for 24 hours or two areas for 30 hours) 24-30
 Special education electives 0-6
 (Previous graduate work in special education may total 27 hours maximum.) Another SPCED 700-level seminar may be substituted for SPCED 764. A minimum of 40 hours must be in the major area; 90 total hours required.

Emotional/Behavioral Disorders

The following courses do not lead to a license but would be helpful to licensed teachers working with special need students.

PREFIX NO SHORT TITLE CR HRS

The following courses or approved undergraduate equivalents			
SPCED	600	Except Child	3
	609	Prin Behav	3
	610	Consult Tech	3
	632	Int Beh Dis	3
	634	Educ Beh Dis	3
	638	Prac Beh Dis (1-9)	3
EDPSY	606	Bhav Anls Ed	3
			<hr/> 21 hrs

SIGN LANGUAGE (SNLNG)

551 American Sign Language 1. (3)
Introduction to sign language systems including finger spelling and American Sign Language (ASL). Development of receptive and expressive skills in sign language is emphasized.

552 American Sign Language 2. (3)
Designed to improve conversational skills in American Sign Language to a functional level for expressive and receptive use in educational and other settings. Introduction to issues related to deaf culture.

Prerequisite: SNLNG 251 or 551; permission of the department chairperson.
Not open to students who have credit in SNLNG 252.

553 American Sign Language 3. (3)
Emphasizes the development of conversational skills in American Sign Language. Stress is placed on vocabulary building and interpretation of culturally related cues.

Prerequisite: SNLNG 252 or 552; permission of the department chairperson.
Not open to students who have credit in SNLNG 253.

554 American Sign Language 4. (3)
Advanced development of American Sign Language fluency in occupational and professional settings. Special emphasis is placed on sign dialects and related deaf-cultural issues.

Prerequisite: SNLNG 253 or 553; permission of the department chairperson.
Not open to students who have credit in SNLNG 254.

SPECIAL EDUCATION (SPCED)

540 History of Education of Deaf Students and Psychology of Deafness. (3) Analysis and discussion of the historical, geographical, cultural, educational, and economic forces affecting deaf people and patterns of social change and oppression during the nineteenth and twentieth centuries. Introduces specific cultural and historical experiences and literature in the field.

Not open to students who have credit in SPCED 240.

546 Teaching Strategies for Speech/Social Communication for Deaf Students. (3) Various methods of teaching communication skills used by deaf/hard-of-hearing students. Emphasis on oral, facial, and body language for social communication. Developing instructional objectives and individual education plans related to social communication will be included.

Prerequisite: SPCED 540 or permission of the department chairperson.
Not open to students who have credit in SPCED 246.

548 Practicum in Deaf Education. (3)
Includes experience with deaf/hard-of-hearing students from various age ranges. Participants will practice the planning, writing, and implementation of relevant instructional objectives.

Prerequisite: SPCED 546 or permission of the department chairperson.
Not open to students who have credit in SPCED 248.

554 Introduction to Language for Deaf/Hard-of-Hearing Students. (3)
Philosophy underlying various methods of language teaching will be reviewed. Students will compare and contrast various communication strategies. Topics included are interactive language, written language, and reading.

Prerequisite: SPCED 540.
Not open to students who have credit in SPCED 454.

556 Language Methods for Deaf/Hard-of-Hearing Students. (3) In-depth view of various methods of teaching language to deaf/hard-of-hearing students, including bilingual approaches. Emphasizes the forming of taxonomies through analysis of language samples. Includes writing

instructional objectives in the language areas of form and content.

Prerequisite: SPCED 554.

Not open to students who have credit in SPCED 456.

558 Teaching Reading and School Subjects to Deaf/Hard-of-Hearing Students. (3) Explores methods of teaching reading with deaf/hard-of-hearing students. Reading assessment for deaf children will be reviewed as well as reading in other school subjects. Writing instructional objectives and individual education plans will be included.

Prerequisite: SPCED 556.

Not open to students who have credit in SPCED 458.

566 Introduction to Persons with Physical Disabilities and Other Health Needs. (3) For future teachers and rehabilitation counselors of persons with physical, sensory, or health impairments. Etiology, physical and social-emotional characteristics, and educational considerations and implications are emphasized within a transdisciplinary habilitative/rehabilitative teaming perspective.

Prerequisite: SPCED 600.

572 Introduction to Persons with Mental Retardation. (3) Studies various types and degrees of mental retardation; the psychological, environmental, and cultural conditions that contribute to retardation. Emphasizes etiology, assessment, and issues.

Prerequisite: SPCED 600.

Not open to students who have credit in SPCED 372.

574 Methods and Materials for the Mildly Mentally Handicapped. (3) Teaching methods, curriculum organization, assessment principles, and work-study programs suitable for the instruction of the mildly mentally handicapped.

Prerequisite: SPCED 572 or 372.

575 Diagnostic and Prescriptive Teaching of the Handicapped. (3) Continuation of SPCED 574 emphasizing curriculum modifications and prescriptive teaching.

Prerequisite: SPCED 376 or 474 or 574.

Not open to students who have credit in SPCED 475.

577 Educating Children and Youth with Severe Disabilities. (3) Introduces future teachers to students with

moderate to profound mental retardation, multiple disabilities, or autism. Best practices and standards in integration opportunities, curriculum, and positive supports for challenging behavior are presented and applied at the elementary and middle school levels.

Prerequisite: SPCED 600.

Not open to students who have credit in SPCED 377.

578 Instructional Methods for Children and Youth with Severe Disabilities. (3) Contemporary best practices and standards in IEP development and instructional design and implementation in natural settings for students with severe disabilities are presented and applied at the elementary and middle school levels.

Prerequisite: SPCED 577.

Not open to students who have credit in SPCED 378.

579 Methods for Children and Youth with Physical and Multiple Disabilities. (3) Contemporary best practices in curriculum design, instructional adaptations featuring high and low technology, environmental modifications, and physical and medical management suitable for students with physical or multiple disabilities or health impairments are presented within a transdisciplinary teaming model.

Prerequisite: SPCED 578.

Not open to students who have credit in SPCED 379.

580 Educating High School Students with Severe Disabilities. (3) Contemporary best practices in instructional design, implementation, and monitoring for students with severe disabilities are presented and applied at the high school level. Topics include transitional planning, job training, group instruction, and advanced positive supports for challenging behaviors.

Prerequisite: SPCED 579.

Not open to students who have credit in SPCED 380.

600 Education of Exceptional Children. (3) The basic course in the graduate sequence for teachers who wish to specialize in any one of the branches of special education. Stresses findings concerning the unique psychological and educational problems of exceptional children.

603 Collaboration in Special Education.

(3) Roles and competencies of special education personnel as they function in collaborative planning, implementation, and improvement of instruction for the various areas of special education.

605 Independent Study. (1–6) Designed to meet the needs of students who wish to conduct independent study and research in special education.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

608 Inservice Workshop. (1–12) For inservice teachers and administrators who wish to work on special learning problems in their own schools.

Prerequisite: permission of the department chairperson.

A total of 12 hours of credit may be earned.

609 Principles of Behaviorology in Special Education. (3) Intermediate level application of behavioral principles in the instruction of students with special needs; experience in designing learning environments that engender adaptive academic and social behaviors. A behavior-change project is required.

Prerequisite: EDPSY 306 or 606.

610 Behavioral Consultation Techniques for Special Education Teachers. (3)

Training and supervised experience to prepare special education teachers to provide effective behavioral consultation to classroom teachers and other school personnel. Emphasizes the design, implementation, and evaluation of systematic programs to improve academic and social behaviors in regular education classrooms. Focuses on the analysis of consultant-consultee verbal interactions, accountability through behavioral measurement, and systematic indirect service delivery to children with disabilities.

Prerequisite: SPCED 609 or permission of the department chairperson.

612 Theory and Practice in Early Childhood Special Education. (3)

Foundations of early intervention will be discussed, as well as issues related to legislation, service delivery models, family involvement, transition, and typical/atypical development.

613 Assessment Strategies in Early Childhood Special Education. (3)

Discussion of different techniques for identification and assessment of infants, toddlers, and preschoolers with special needs. Covers widely used norm and criterion-referenced tests, play-based assessment, transdisciplinary assessment, family assessment, and writing reports.

Prerequisite: SPCED 612.

Not open to students who have credit in SPCED 215.

614 Developmental Methods for Infants and Toddlers with Special Needs. (3)

Examines developmental strategies and curricular practices for serving infants and toddlers with special needs and their families. Emphasizes the application of research findings to the development of best intervention practices.

Prerequisite: SPCED 613.

Not open to students who have credit in SPCED 311.

616 Developmental Methods for Preschool Children with Special Needs. (3)

Examines instructional methodology and curricular practices for serving preschoolers with special needs and their families. Best practices are presented within the context of recent research.

Prerequisite: SPCED 614.

Not open to students who have credit in SPCED 312.

617 Practicum: Infants, Toddlers, and Preschoolers with Special Needs. (1–12)

Work with young children with special needs or disabilities in a supervised teaching practicum. Acquire practical skills for planning and organizing activities to meet the needs of young children and their families.

Prerequisite: SPCED 612, 613, 614, 616; permission of the department chairperson.

Not open to students who have credit in SPCED 417.

624 Vocational Preparation and Habilitation for the Handicapped. (3)

Curricular sequences and organizational patterns in the education of exceptional children as they contribute to vocational readiness. Focuses on program implementation and professional roles that will maximize transition of people with disabilities from education to vocation.

625 Current Topics in Special Education. (3)

Specific information

concerning recent developments in the education of students with disabilities within the least restrictive environment. Topics also include current legal aspects and innovative practices in special education.

631 Microcomputer Technology and the Exceptional Learner. (1–9)

Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and video-assisted instruction, and special applications of current technologies with exceptional groups.

A total of 9 hours of credit may be earned.

632 Introduction to Behavior

Disorders. (3) Introduction to the history of educating children and youth with behavior disorders; problems of defining, assessing, and treating behavior disorders; and types and causes of behavior and learning problems.

Prerequisite: SPCED 201 or 600.

634 Educating Students with Behavior Disorders. (3) Educational assessment, materials, and programs for students with behavior problems. For future teachers of students with behavior disorders.

Prerequisite: SPCED 201 or 600 and 632.

636 Research in Special Education. (3)

Investigation, summary, and interpretation of research in special education. Each student will write and submit a research report to fulfill course requirements.

Prerequisite: SPCED 600 or its equivalent.

637 Organization and Administration

of Special Education. (3) Programs in special education in Indiana and other states. Special inquiry into Indiana law and current practices pertaining to the establishment and supervision of special education programs.

638 Practicum: Behavior Disorders.

(1–9) Covers a variety of settings including special public school classes; classes in residential treatment centers, hospitals, training schools, and day-care clinics, and public and private special

school programs. Intensive supervision given through individual supervisory meetings, case conferences, and seminars.

Prerequisite: SPCED 201 or 600; 632 and 634; permission of the department chairperson.

651 The Eye: Its Functions and Health.

(3) Provides initial experience in working with students who are visually impaired. Topics include reading and interpreting optometric and ophthalmological reports for educational planning and working with families at various stages of the acceptance process.

652 Programs and Services for Individuals with Visual Impairment.

(3) Background knowledge of the field of blindness including history, developmental impact of visual disabilities, creating interdisciplinary learning experiences, and continuum of services.

Prerequisite: SPCED 651.

653 Communication Skills for Individuals with Visual Impairments.

(3) Learn to read, write, and teach Braille to students with visual impairments. Topics include conducting functional literacy assessments and matching learning medium (i.e., Braille, text) to student learning capabilities.

Prerequisite: SPCED 652.

654 Instructional Accommodations for Individuals with Visual Impairment.

(3) Strategies for teaching and adapting curriculum in content areas, collegial collaboration, and assessment of students with visual impairments. Includes discussion of low- and high-end technology.

Prerequisite: SPCED 653.

655 Principles of Orientation and Mobility.

(3) Basic indoor orientation and mobility techniques and sighted guide strategies. Emphasis on acquisition of prerequisite skills for O & M. Includes assessment and utilization of low vision and appropriate use of mobility aids.

Prerequisite: SPCED 654.

656 Practicum in Teaching Students. (3)

Opportunity to practice program skills in a school setting. Program cohort students will pair with experienced teachers at the Indiana School for the Blind (ISB) during the ISB's summer school program.

Prerequisite: SPCED 655; permission of the department chairperson.

660 Seminar in Special Education. (3–9) Group or individual investigation of a selected topic in special education.

A total of 9 hours of credit may be earned.

670 Practicum in Special Education:

Deaf. (1–9) Teaching and other laboratory experiences with deaf or severely hearing-impaired children in public, private, and residential schools or other educational settings under the supervision of local professional and college supervisors. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

671 Practicum in Special Education:
Mildly Mentally Handicapped. (1–9)

Teaching and other laboratory experiences with mildly mentally handicapped students in public schools or other educational programs under the supervision of local professional and college supervisors. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

677 Teaching Parents to Educate Their

Exceptional Child. (3) Interpersonal skills required by teachers as they work with parents of exceptional children; surveys child management systems that teachers may teach parents; surveys problems that affect families with exceptional children. Specific training in the acquisition of these competencies offered through required practicum and simulation modules.

686 Introduction: Mild Interventions.

(3) Characteristics, state and federal laws, informal assessment, and effective teaching techniques for students needing mild interventions.

Prerequisite: SPCED 600; admission to the teacher education program; Teachers College professional education requirements.

687 Educational Assessment: Mild

Interventions. (3) Academic assessment of learning problems using standardized and informal techniques. Requires assessment of individual pupils and written reports of findings.

Prerequisite: SPCED 686; admission to the teacher education program; Teachers College professional education requirements.

688 Methods of Mild Intervention. (3)

Effective teaching practices for people requiring mild interventions.

Development and preparation of individualized education programs.

Prerequisite: SPCED 687 with a grade of B- or better, admission to teacher education program, Teachers College selective retention standards; permission of the department chairperson.

690 Student Teaching in Exceptional

Needs. (1–12) Graduate level student teaching experience for post-bachelor's students completing requirements for an initial teaching license in special education. Offered credit/no credit only.

Prerequisite: Teachers College professional education requirements; permission of the department chairperson.

A total of 12 hours of credit may be earned.

691 Field Experience in Special

Education. (2–9) Direct experience in dealing with special education problems in the field.

A total of 9 hours of credit may be earned.

693 Practicum in Special Education:

Physical Disabilities and Health

Impairment. (1–9) Required for licensure in the special education area of physical disabilities and health impairments. A minimum of three hours of practicum must be taken for credit in this specialty area for licensure.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

694 Internship in Special Education.

(3–9) Assignment to professional settings for advanced-degree students performing jobs under the direction of local and college supervisors. Settings include single or multi-categorical exceptionalities and instructional, supervisory, and administrative roles in special schools, clinics, agencies, and public schools.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

697 Practicum: Mild Interventions.

(1–9) Supervised teaching experiences with individuals who need mild interventions in public schools, clinics, or other educational settings.

Prerequisite: SPCED 688; admission to teacher education program; Teachers College professional education requirements; permission of the department chairperson.

A total of 9 hours of credit may be earned.

698 Practicum in Special Education:

Severe Disabilities. (1–9) Required for licensure in the special education area of severe disabilities. A minimum of three hours of practicum must be taken for credit in this specialty area for licensure.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

701 Seminar: Policies and Issues in Special Education. (3)

Provides an in-depth examination of policies and issues that impact the special education profession. Topics can include legal issues and mandates, psycho-social aspects of disabilities, community-agency-parent partnerships, and related issues and developments.

Prerequisite: permission of the department chairperson.

702 Learning, Behavioral, and Developmental Disabilities and Special Needs. (3)

Examines the instructional and curricular concerns for students with various disabilities and special needs. The particular disability or special needs group to be emphasized (e.g., autism) will vary based on the instructor.

Prerequisite: permission of the department chairperson.

703 Advanced Methods, Technologies, and Instructional Systems in Special Education. (3)

Surveys advanced methods and technology systems that facilitate special education instruction.

Special emphasis on research related to instructional methods. The specific content will vary contingent on the instructor.

Prerequisite: permission of the department chairperson.

706 Seminar—Instructional Strategies for Low-Incidence Handicapped Persons. (3)

Curriculum-related problems associated with programming for low-incidence disabled students in the least restrictive educational environment. Focuses on specific instructional strategies useful in implementing current curriculum practices with low-incidence disabled students.

Prerequisite: SPCED 701 or permission of the department chairperson.

707 Seminar—Instructional Strategies for High-Incidence Handicapped Persons. (3)

Curriculum-related problems associated with programming for high-incidence disabled students in the least restrictive educational environment. Focuses on instructional strategies useful in implementing appropriate curriculum practices with high-incidence disabled students.

Prerequisite: SPCED 687 and 701 or permission of the department chairperson.

709 Behaviorology and the Exceptional Person. (3)

Examines experimental and theoretical foundations of the science of behavior in relation to the needs of exceptional persons. Emphasizes the experimental analysis of behavioral processes underlying the production of effective behavior-change technology currently applied in special education.

Prerequisite: SPCED 609 or permission of the department chairperson.

764 Seminar in Special Education. (3–6)

A critical study of current issues, problems, and research in special education by individuals or groups.

A total of 6 hours of credit may be earned.

FACULTY AND ADMINISTRATIVE PERSONNEL

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Administrative Officers

(The date after the name indicates the year the person was employed by the university.)

GORA, Jo Ann M. (2004), *President and Professor of Sociology*; BA, Vassar College; MA and PhD, Rutgers University.

KINGHORN, Thomas J. (1966), *Vice President for Business Affairs and Treasurer*; BA and MA, Ball State University.

PARK, Don L. (1992), *Vice President for University Advancement*; BS and MA, Ball State University; EdD, University of Northern Colorado.

SMITHERMAN, H. O'Neal (2001), *Vice President for Information Technology and Executive Assistant to the President*; BA, MA, and PhD, University of Alabama.

LINDER, Jeffrey M. (2000), *Associate Vice President, Governmental Relations*; BS, Ball State University; JD, Indiana University.

BALOGH, Deborah W. (1981), *Associate Provost, Dean of the Graduate School, and Professor of Psychological Science*; BA, MA, and PhD, Bowling Green State University.

REED, W. Cyrus (2002), *Assistant Provost for International Education*; BA, University of Notre Dame; PhD, Indiana University.

BILELLO, Joseph J. (2001), *Dean of the College of Architecture and Planning and Professor of Architecture*; BA, University of Pennsylvania; MArch, Washington University; PhD, University of Maryland.

KINGSBURY, Nancy M. (2002), *Dean of the College of Applied Sciences and Technology and Professor of Family and Consumer Sciences*; BS, MEd, and PhD, University of North Carolina.

KVAM, Robert A., (1997), *Dean of the College of Fine Arts and Professor of Music*; BME, University of Northern Iowa; MM, University of Wisconsin; DMA, University of Cincinnati.

Lavery, Roger M. (2005), *Dean of the College of Communication, Information, and Media and Professor of Journalism*; BA, University of Notre Dame; MS, University of Illinois.

MAGGIOTTO, Michael A. (2003), *Dean of the College of Sciences and Humanities and Professor of Political Science*; BA, State University of New York College at Buffalo; MA and PhD, Indiana University.

RICHARDSON, Lynne D., *Dean of the College of Business and Professor of Marketing*, BBA, University of Montevallo; MBA and PhD, University of Alabama.

WEAVER, Roy A. (1980), *Dean of Teachers College and Professor of Curriculum*; BS and MA, Ball State University; EdD, Indiana University.

RUEBEL, James S. (2000), *Dean of the Honors College and Professor of Classical Studies*; BA, Yale University; MA and PhD, University of Cincinnati.

SABATINE, Frank J. (2000), *Dean of the School of Extended Education*; BA and MA, Long Island University; PhD, Miami University.

HAFNER, Arthur W. (2002), *Dean of University Libraries*; BS, Purdue University; MBA, Seton Hall University; MS, MA, and PhD, University of Minnesota.

BALES, V. Kay (1989), *Associate Vice President for Student Life*; BS, Northern Kentucky University; MS, Eastern Illinois University; EdD, Ball State University.

HYMAN, Randy E. (1989), *Associate Vice President for Student Services, Dean of Students, and Assistant Professor of Higher Education*; BS, State University of New York; MEd, University of Vermont; PhD, University of Florida.

WATERS, Lawrence A. (1997), *Dean of Admissions and Enrollment Services*; BS, Morgan State College; MA, Virginia Polytechnic Institute and State University; PhD, University of Maryland.

Graduate Faculty, 2005–2007

ADAMS, Cheryll M. (1994), *Director of the Center for Gifted Studies and Talent Development*; BSE, University of Georgia; MEd and PhD, University of Virginia.

ADAMS, Rebecca A. (1991), *Associate Professor of Family and Consumer Sciences*; BS, Manchester College; MS, Florida State University and Purdue University; PhD, Purdue University.

ADAMS, Thomas W. (1991), *Instructor of Chemistry and Associate for Student Affairs in the Indiana Academy for Science, Mathematics, and Humanities*; BS, Manchester College; MS, Florida State University and Purdue University; PhD, Purdue University.

AEGISDOTTIR, Stefania (2002), *Assistant Professor of Psychology-Counseling*; BA, University of Iceland; MA and PhD, Ball State University.

AHLBRAND, KAREN P. (1999), *Assistant Professor of Speech-Language Pathology*; BS and MS, Ball State University.

AHMADI, Reza (1992), *Associate Professor of Family and Consumer Sciences*; MA, Florida State University; MARCH, Kansas State University.

AHMED, Nazim (1979), *Professor of Management*; BS, Engineering University of Bangladesh; MS, Asian Institute of Technology; PhD, Texas A&M University.

AIRRIESS, Christopher A. (1988), *Professor of Geography*; BA and MA, Louisiana State University; PhD, University of Kentucky.

ALBRECHT, Susan (2001), *Assistant Professor of Special Education*; BA Purdue; MA and EdD, Ball State University.

ALEXANDER, Charlene M. (1997), *Associate Professor of Psychology-Counseling*; BA and MS, Creighton University; PhD, University of Nebraska at Lincoln.

ALEXANDER, Melody A. (1990), *Professor of Information Systems and Operations Management*; BS, Castleton State College; MA, San Francisco State University; EdD, Temple University.

ALI, Mir Masoom (1969), *George and Frances Ball Distinguished Professor of Statistics, Professor of Mathematical Sciences*; BS and MS, Dacca University; MS and PhD, University of Toronto.

ALI, Nagia S. (1987), *Professor of Nursing*; BSN, American University of Cairo; MSN, Catholic University of America; PhD, New York University.

ALTMAN, Lois A. (1991), *Associate Professor of Family and Consumer Sciences*; BA, Indiana State University; MSW, Indiana University-Purdue University; ADS, Culinary Institute of America; EdD, Indiana University.

AMSCHLER, Denise Hope (1976), *Professor of Physiology and Health Science*; BS, MS, and PhD, Southern Illinois University.

ANDERSON, Scott G. (1995), *Assistant Professor of Art*; BFA, Texas Tech University; MFA, West Virginia University.

- ARMSTRONG, Joseph L. (2000), *Assistant Professor of Adult and Community Education*; BA, Indiana University-Purdue University Indianapolis; MS and PhD, University of Tennessee.
- ARNDT, Linda S. (1973), *Professor of Art*; BFA, San Francisco Art Institute; MFA, Cranbrook Academy of Art.
- ARNOLD, David L. (1998), *Associate Professor of Geography*; BS, University of Nevada; MS, University of Idaho; PhD, Indiana University.
- ATHAVALE, Manoj V. (2002), *Assistant Professor of Finance*; PhD, University of Mississippi.
- ATHERTON, Leonard J. A. (1982), *Professor of Music Performance*; BA and MA, Oxford University.
- AVILA, Ramon A. (1979), *George and Frances Ball Distinguished Professor of Marketing*; BS and MBA, Ball State University; PhD, Virginia Polytechnic Institute and State University.
- AVILA, Stephen M. (1993), *Associate Professor of Finance and Insurance*; BA, Hanover College; MA, Ball State University; PhD, Florida State University.
- BADER, Gail E. (1991), *Assistant Professor of Anthropology*; BS, Eastern Michigan University; MA and PhD, Brown University.
- BADGER, Kemuel S. (1991), *Professor of Biology*; AB, Hanover College; MA, Indiana State University; PhD, Ohio University.
- BAGGA, Kunwarjay (1989), *Chairperson of the Department of Computer Science and Professor of Computer Science*; MS and PhD, Purdue University; MS, Ball State University.
- BAKER, Ralph E. (1969), *Professor of Political Science*; BS, Bradley University; MA and PhD, University of Illinois.
- BANTZ, Diana Lynn (1983), *Associate Professor of Nursing*; BS and MA, Ball State University; PhD, Indiana University.
- BARNETTE, Linda Jane (1978), *Associate Professor of Spanish*; AB and MA, Mississippi State University; PhD, University of Georgia.
- BARNETTE, W. Douglas (1978), *Professor of Spanish*; BA and MA, Mississippi State University; PhD, University of Georgia.
- BAUER, Michael H. (1991), *Instructor of Communication Studies and Director of Forensics*; BS and MAE, University of Nebraska.
- BEACH, Adam R. (2002), *Assistant Professor of English*; BA, Adrian College; MA, Ohio State University; PhD, State University of New York.
- BEILKE, Jayne R. (1993), *Associate Professor of Secondary and Foundations of Education and Assistant to the Chairperson*; BA, Defiance College; MA, MAE, and PhD, Indiana University.
- BEILKE, Patricia Fay (1978), *Professor of Secondary Education and Professor of Library and Information Science*; BA, MA, MSL, and EdD, Western Michigan University.
- BELKY, Eric J. (2001), *Assistant Professor of Psychological Science*; BSE, University of Michigan; PhD, State University of New York.
- BELLAVER, Richard F. (1989), *Professor of Information and Communication Sciences and Associate Director of the Center for Information and Communication Sciences*; BS, Purdue University; MBA, Michigan State University.
- BENKATO, Omar M. (1989), *Professor of Finance and Insurance*; BA, University of Libya; MS, St. Louis University; MBA and PhD, University of Cincinnati.
- BENSON, Robert A. (1975), *Professor of Landscape Architecture*; AB and MLA, Harvard University.
- BESWICK, Stephanie F. (2000), *Assistant Professor of History*; BA, Rutgers University; MA and PhD, Michigan State University.
- BINER, Paul M. (1985), *Professor of Psychological Science*; BA, San Diego State University; MA and PhD, University of Kansas.
- BIRK, Valerie J. (1999), *Instructor of Family and Consumer Sciences*; BFA and MA, Ball State University.
- BISHOP, Derron L. (2001), *Assistant Professor of Medical Education/Physiology*; BA, North Central College; MS, Ball State University.
- BLALOCK, Joseph C. Jr. (1999), *Assistant Professor of Landscape Architecture*; BLA, State University of New York; MS, Pratt Institute.

- BOCK, Paul L. (1973), *Professor of Chemistry*; BS, University of Kansas; PhD, Massachusetts Institute of Technology.
- BOCK, William (1965), *Professor of Physiology and Health Science*; BS, Springfield College; MS, University of Illinois; PhD, The Ohio State University.
- BOGUE, Barbara L. (1994), *Assistant Professor of English*; BA, Indiana University; IUPUI; MFA, Wichita State University.
- BORNA, Shaheen (1983), *Professor of Marketing*; BSB, Tehran College of Commerce; MBA and DBA, Florida State University.
- BOTT, Jennifer P. (2004), *Assistant Professor of Management*; BA, DePauw University; MA and PhD, University of Akron.
- BOTTOMLEY, Diane M. (1998), *Associate Professor of Elementary Education*; BS, Eastern Illinois University; MEd and PhD, University of Illinois.
- BOVE, Cheryl K. (1987), *Assistant Professor of English*; BS, Indiana Wesleyan University; MA and PhD, Ball State University.
- BOWERS, Evelyn J. (1987), *Associate Professor of Anthropology*; BA, MA, and PhD, University of Pennsylvania.
- BOWMAN, Sharon L. (1989), *Chairperson of Counseling Psychology and Guidance Services and Professor of Psychology-Counseling*; BA, Ohio State University; MA, University of Akron; PhD, Southern Illinois University.
- BOYD, Colleen E. (2004), *Assistant Professor of Anthropology*; BA, Western Washington University; MA and PhD, University of Washington.
- BRAATEN, Sheldon L. (1997), *David and Joanna Meeks Distinguished Professor of Special Education*; BA, Augustana College; MA and PhD, University of Minnesota.
- BREMIGAN, Ralph J. (1992), *Professor of Mathematical Sciences*; BA, University of Chicago; MA and PhD, Brandeis University.
- BREY, Rebecca A. (1996), *Associate Professor of Physiology and Health Science*; BS and MS, Mankato State University; PhD, University of Florida.
- BRITTEN, Jody S. (2001), *Assistant Professor of Supervision/Pedagogy-Secondary Education*; BS, University of Nebraska; MSE., University of Kansas.
- BROOKS, Nancy J. (2000), *Assistant Professor of Social Foundations of Education*; BSE, Pittsburgh State University; MLIS, University of Oklahoma; EdD, Oklahoma State University.
- BROWN, Amy S. (2003), *Assistant Professor of Urban Planning*; BA, Smith College; MCP and PhD, Massachusetts Institute of Technology.
- BROWN, Betty J. (1985), *Professor of Information Systems and Operations Management*; BS and MA, Ball State University; EdD, University of Tennessee.
- BROWN, Hugh J. (1991), *Chairperson and Associate Professor of Natural Resources and Environmental Management*; BS, MS, and PhD, Iowa State University.
- BROWN, Joseph D. (1968), *Co-Chairperson of the Department of Marketing and Management and Professor of Marketing*; BS, MS, and PhD, Ohio State University.
- BROWN, Michael P. (1993), *Associate Professor of Criminal Justice and Criminology*; BS, Valley State University; MS, Emporia State University; PhD, Western Michigan University.
- BRUNS, Heather A. (2003), *Assistant Professor of Biology*; BS, MS, and PhD, Indiana Purdue University.
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SMITH, Kevin E. (1991), *Associate Professor of History*; BA, Wittenberg University; MA, MPhil, and PhD, Yale University.

SMITH, Larry D. (2003), *Visiting Associate Professor of Communication Studies*; BA, University of South Carolina; MA and Ed.S., Appalachian State University; PhD, Ohio State University.

SMITH, Lawrence L. (1989), *Professor of Elementary Education*; BS, Western Illinois University; EdM and PhD, University of Illinois.

SMITH, Leslie Howard (1982), *Professor of Landscape Architecture*; BA and MLA, Ball State University.

- SMITH, Walter S. (1999), *Professor of Biology*; BS, Cornell University; MSE and PhD, Indiana University.
- SOLLARS, Stanley H. (1992), *Instructor of Telecommunications*; BS and MA, Ball State University.
- SOUSA, Lynn R. (1978), *Professor of Chemistry*; BS, University of California; PhD, University of Wisconsin.
- SPANGLER, Alice A. (1979), *Chairperson and Professor of Family and Consumer Sciences*; BS and MS, Purdue University; PhD, Michigan State University.
- SPANGLER, Ronald L. (1980), *Professor of Landscape Architecture*; BS and MS, Purdue University; PhD, Michigan State University.
- SPARZO, Frank J. (1968), *Professor of Psychology-Educational Psychology*; BA, University of Connecticut; MA, Appalachian State University; PhD, Johns Hopkins University.
- SPECTOR, Lee C. (1985), *Associate Professor of Economics*; BA and MA, University of Wisconsin; PhD, University of Iowa.
- SPEIRS NEUMEISTER, Kristie L. (2002), *Assistant Professor of Psychology-Educational Psychology*; BA, Coe College; MA and PhD, University of Georgia.
- SPENGLER, Paul M. (1991), *Associate Professor of Psychology-Counseling*; BA and PhD, State University of New York; MA, University of Dayton.
- SPODEK, Jonathan C. (1998), *Associate Professor of Architecture*; BS and MArch, University of Illinois.
- STAHLKE, Herbert F. W. (1980), *Professor of English*; BA, Concordia Senior College; MA and PhD, University of California at Los Angeles.
- STALEY, Linda M. (1994), *Associate Professor of Elementary Education*; BS, MA, and EdD, Ball State University.
- STAMP, Glen H. (1991), *Associate Professor of Communication Studies*; AB, Cleveland State University; MA, University of South Florida; PhD, University of Texas.
- STANKEWITZ, Richard L. (2002), *Assistant Professor of Mathematical Sciences*; BS, University of Michigan; PhD, University of Illinois.
- STEDMAN, Barbara A. (1991), *Assistant Professor of English*; BA, Taylor University; MA and PhD, Ball State University.
- STEELE, Rayford L. (1985), *Director of the Center for Information and Communication Sciences, Professor of Telecommunications*; BA and MA, Northern Illinois University; PhD, University of Pittsburgh.
- STEGMAN, Dorothy L. (2003), *Assistant Professor of French*; BS, University of Evansville; MA, Southern Illinois University; MA and PhD, Indiana University.
- STEIB, Murray (1999), *Assistant Professor of Music History*; BM, Roosevelt University; PhD, University of Chicago.
- STEPHAN, Scott M. (2002), *Assistant Professor of History*; BA, MA, and PhD, Indiana University.
- STERN, David E. (2001), *Assistant Professor of Music*; BM, Mannes College of Music; MA, Queens College; PhD, City University of New York.
- STEVENSON, Michael R. (1984), *Chairperson of the Department of Psychological Science and Professor of Psychological Science*; BA, MS, and PhD, Purdue University.
- STORHOFF, Bruce N. (1970), *Professor of Chemistry*; AA, Rochester Community College; BA, Luther College; PhD, University of Iowa.
- STRECKER, GERALYN M. (2001), *Assistant Professor of English*; BA and MA, St. Bonaventure University; PhD, Ball State University.
- STRECKER, William (1991), *Assistant Professor of English*; MA, Texas Tech University; PhD, Ball State University.
- STROUD, James C. (1988), *Co-Director of the Indiana Center for Early Childhood Development and Professor of Elementary Education*; BS, MS, and PhD, Indiana State University.
- STUMP, Sheryl L. (1996), *Associate Professor of Mathematical Sciences*; BS, Iowa State University; MS, University of Iowa; PhD, Illinois State University.
- STURM, Hans M. (1994), *Associate Professor of Music*; DM, Northwestern University; BM and MM, University of Wisconsin.
- SUMNER, David E. (1990), *Professor of Journalism*; AB, Stetson University; MDiv and MTh, University of the South; PhD, University of Tennessee.
- SUN, Fu-Shing (2002), *Assistant Professor of Computer Science*; BS, National Taiwan Normal University; MS and PhD, University of Texas.

- SUNDARAM, Srinivasan (1991), *Associate Professor of Finance and Insurance*; BS, Bangalore University; MA, Madras University; MBA, University of Windsor; PhD, University of Cincinnati.
- SUPPE, Frederick C. (1989), *Associate Professor of History*; AB, Princeton University; MA and PhD, University of Minnesota.
- SWARTZ, Andrea M. (1992), *Associate Professor of Architecture*; BA and MArch, Yale University.
- SWEGGER, Keith W. (1993), *Professor of Music*; BS, Lebanon Valley College; MM, Bowling Green State University; EdD, University of Wisconsin.
- SWINGLEY, Sheryl A. (1990), *Instructor of Journalism*; BS and MA, Ball State University.
- SWOPE, Jr., Kenneth M. (2004), *Assistant Professor of History*; BA, The College of Wooster; MA and PhD, University of Michigan.
- TANCOCK, Susan M. (1991), *Professor of Elementary Education*; BS, Ball State University; MS, Butler University; PhD, Ohio State University.
- TANKSALE, Vinayak J. (2001), *Instructor of Computer Science*; BS, University of Toledo; MS, Purdue University.
- TETEL, Mihai D. (2002), *Associate Professor of Cello*; BM, University of Toronto; BM and MM, Juilliard School.
- THATCHER, Karen L. (2001), *Assistant Professor of Speech Pathology*; BS and MA, Ball State University; EdD, Ball State University.
- THOMAS, Gerald P. (1967), *Professor of Physics and Astronomy*; BS, Canisius College; MS, Fordham University; MM and MA, Ball State University; PhD, State University of New York.
- THOMPSON, Christopher S. (1996), *Associate Professor of History*; BA, Harvard University; MA, Middlebury College; MA and PhD, New York University.
- THOMPSON, Jay C., Jr. (1971), *Professor of Curriculum*; BS, Anderson University; MA, Ohio University; EdD, Ball State University.
- THORINGTON, Ellen M. (2003), *Assistant Professor of French*; BA, Bates College; MA and Ph. D., Princeton University.
- THORNBURG, Judith D. (1977), *Assistant Professor of Speech Pathology and Audiology*; BA, DePauw University; MA, Ball State University.
- TIETZE, Philip A. (2003), *Assistant Professor of Viola*; BM, Indiana University; MM, University of Southern California.
- TOMIZAWA, Sadatoshi (1991), *Associate Professor of Japanese*; BA, Meiji University; BA, University of Washington; MA, Eastern Washington University; PhD, State University of New York.
- TOWNS, Marcy H. (1995), *Professor of Chemistry*; MS and PhD, Purdue University.
- TRAPPE, Scott (1994), *John and Janice Fisher Professor of Exercise Science, Associate Professor of Physical Education, and Director of the Human Performance Laboratory*; BA, University of Northern Iowa; MS, University of Colorado; PhD, Ball State University.
- TRAPPE, Todd A. (2004), *Associate Professor of Physical Education*; BS, University of Iowa; MS, University of Colorado; PhD, Ball State University.
- TRAWICK, Eleanor (1996), *Associate Professor of Music*; BA Columbia University; PhD, State University of New York at Buffalo.
- TRECHSEL, Frank R. (1995), *Associate Professor of English*; BA, Wesleyan University; PhD, University of Texas, Austin.
- TRIMMER, Joseph Francis (1968), *Director of the Virginia B. Ball Center for Creative Inquiry and Professor of English*; AB, Colgate University; MA and PhD, Purdue University.
- TRUELL, Allen D. (2000), *Associate Professor of Information Systems and Operations Management*; BS, New Hampshire College; MEd, Bowling Green State University; PhD, Virginia Polytechnic Institute and State University.
- TSCHOPP, Molly K. (2002), *Assistant Professor of Psychology-Counseling*; BA and MA, University of Iowa; PhD, University of Wisconsin.
- TUNC, Enar A. (1987), *Associate Professor of Management and Director of Technology Integration*; BS, Bogaziçi University; MS and PhD, Clemson University.

- TURCOTTE, Kevin M. (1987), *Professor of Geography*; BS, Salem State College; MA, University of Arkansas; PhD, Indiana State University.
- TURNER, Kristin M. (2001), *Assistant Professor of Music*; BA, Western Washington University; MM, University of Oregon; PhD, Ohio State University.
- TURPIN, Elizabeth M. (1982), *Professor of Music Performance and Coordinator of Music Performance Area*; BM and MM, Boston University.
- TWIBELL, Kathryn R. (1981), *Associate Professor of Nursing*; BSN, Olivet Nazarene College; MA, Ball State University; DNS, Indiana University-Purdue University.
- TZENG, Chun-Hung (1983), *Professor of Computer Science*; MSC, National Taiwan University; DSC, Göttingen University.
- ULMAN, Jerome D. (1973), *Professor of Special Education*; AA, Brevard Community College; BA and MA, University of South Florida; PhD, Southern Illinois University.
- UMBACH, Dale E. (1979), *Chairperson and Professor of Mathematical Sciences*; BA, University of Cincinnati; MS and PhD, Iowa State University.
- UPDIKE, Claudia D. (1976), *Professor of Speech Pathology and Audiology*; BA, Brock University; MA, State University of New York at Buffalo; PhD, Indiana University.
- VAN ALST, Lucinda L. (1986), *Chairperson of the Department of Accounting and Associate Professor of Accounting*; BS and MS, Ball State University; DBA, University of Kentucky.
- VAN CAMP, Mary E. (1989), *Assistant Professor of English*; BA and MA, University of Michigan; EdS and PhD, Michigan State University.
- VAN COTT, Theodore Norman (1977), *Professor of Economics*; BA, California State University; MA and PhD, University of Washington.
- VAN METER, Donald E. (1969), *Associate Dean of the College of Sciences and Humanities and Professor of Natural Resources and Environmental Management*; BSA, Purdue University; MS, Michigan State University; EdD, Indiana University.
- VAN MATRE, Elizabeth A. (1982), *Assistant Director of Operations*; AS, BS, and MA, Ball State University.
- VANN, Carolyn N. (1986), *Professor of Biology*; BS and MS, Florida Institute of Technology; PhD, University of Florida.
- VANN, John W. (1986), *Associate Professor of Marketing*; BA, Emory University; MBA, Michigan State University; PhD, University of Florida.
- VASICKO, Sally Jo (1973), *Professor of Political Science*; BA, University of Puget Sound; MA and PhD, Duke University.
- VENUGOPAL, Gopalan (1986), *Chairperson and Professor of Geography*; BS and MA, University of Akron; PhD, Indiana State University.
- WAECHTER, Daniel B. (1988), *Assistant Professor of Journalism and Administrative Assistant*; BS and MA, Ball State University.
- WAGNER, Barry T. (1999), *Assistant Professor of Speech-Language Pathology*; BS, Ball State University; MS University of Wyoming; PhD, Indiana University.
- WAITE, Gerald E. (1994), *Instructor of Anthropology*; BGS and MA, Ball State University.
- WALKER, Carolyn A. (1997), *Associate Professor of Elementary Education*; BA, and MA, Ball State University; PhD, Purdue University.
- WALKER, Thomas S. (1979), *Acting Director of the Center for Medical Education, Professor of Medical Education, and Professor of Biology*; BS, Cedarville College; MS and PhD, Indiana University.
- WARNER, Ronald C. (1966), *Professor of German*; BA, Ball State University; MA and PhD, University of Connecticut.
- WARNES, Carl E. (1975), *Chairperson and Professor of Biology*; BS, Otterbein College; MS and PhD, Ohio State University.
- WATSON, James, Jr. (1976), *Professor of Physics and Astronomy*; AB, Elon College; MS, University of South Carolina; PhD, University of Arkansas.
- WAYDA, Valerie K. (1993), *Associate Professor of Physical Education, Coordinator of Graduate Sport Psychology Programs, Coordinator of Departmental Minor and Endorsement in Coaching, and Graduate Coordinator of the Sport and Physical Education Division*; BSE, State University of New York; MS and EdD, West Virginia University.

WEAVER, Marilyn (1975), *Chairperson and Professor of Journalism*; BS, MA, and EdS, Ball State University.

WEBB, Burton J. (2002), *Associate Professor of Medical Education and Associate Professor of Physiology/Immunology*; BA, Olivet Nazarene University; MA, Ball State University; PhD, Indiana University School of Medicine.

WEIDNER, Thomas G. (1991), *Coordinator of Athletic Training Programs, Director of Athletic Training Laboratory, and Professor of Physical Education*; BS, MS, and PhD, Southern Illinois University.

WELSH, Benjamin H. (1999), *Assistant Professor of Social Foundations of Education*; BA, MSE, and PhD, University of Pennsylvania.

WESCOTT, Jack W. (1989), *Chairperson and Associate Professor of Industry and Technology*; BS and MA, Western Michigan University; PhD, University of Maryland.

WESSEL, Roger D. (1991), *Assistant Vice President for Planning, Research, and Evaluation and Assistant Professor of Higher Education*; AA, Tomlinson College; BS, Lee College; MEd and PhD, Southern Illinois University.

WHALEY, Mitchell H. (1986), *Chairperson and Professor of Physical Education*; BS, Texas Tech; MA, Ball State University; PhD, Indiana University.

WHITAKER, Donald R. (1976), *Executive Director of Institutional Effectiveness and Professor of Mathematical Sciences*; BS, Eastern Kentucky University; MA, University of North Carolina; PhD, University of Wisconsin.

WHITAKER, Sue H. (1978), *Associate Professor of Family and Consumer Sciences*; BS, University of Kentucky; MS and PhD, University of Wisconsin.

WHITE, Gwendolen B. (1978), *Assistant Professor of Accounting*; BA and MBA, Ball State University; PhD, Indiana University.

WHITE, Michael J. (1977), *Professor of Psychology-Counseling*; BS, Oklahoma State University; MS and PhD, Pennsylvania State University.

WHITLEY, Jr., Bernard E. (1984), *Professor of Psychological Science*; BS, Loyola University; MS, University of Southern California; PhD, University of Pittsburgh.

WIEDMER, Terry L. (1992), *Associate Professor of Curriculum*; BA, ME, and EdD, University of Montana.

WIESEKE, Ann W. (1981), *Associate Professor of Nursing*; BS and MA, Ball State University; DNS, Indiana University-Purdue University.

WIJESINGHE, Ranjith S. (2004), *Assistant Professor of Physics and Astronomy*; BS and BS, University of Kelaniya; MS and PhD, Vanderbilt University.

WILLIAMS, Peter J. (2003), *Assistant Professor of Art*; BA and MFA, University of Maryland.

WILLIAMS-HAWKINS, Maria A. (1993), *Associate Professor of Telecommunications*; BS, University of Tennessee; MA, Central Missouri State University; PhD, Ohio State University.

WOHLT, Paul B. (1989), *Chairperson of the Department of Anthropology and Assistant Professor of Anthropology*; BA and MA, University of New Mexico; PhD, University of Minnesota.

WOJCIK, Judy A. (2000), *Assistant Professor of Art Education*; BS, Ball State University; MFA, Edinboro University of Pennsylvania.

WOJTKIEWICZ, Roger A. (2000), *Chairperson and Professor of Sociology*; BA, University of Illinois; MS, Northwestern University; MS and PhD, University of Wisconsin.

WOLFE, Dianna K. (1977), *Assistant Professor of Nursing and Co-Administrative Assistant*; BS, Indiana University; MA and EdD, Ball State University.

WOLFE, George W. (1982), *Professor of Music Performance*; BS, Mansfield State College; M.M. and EdD, Indiana University.

WOLNER, Edward W. (1988), *Associate Professor of Architecture*; BA, State University of New York; MA, University of Sussex; MUP and PhD, New York University.

WOOD, Martin L. (1994), *Associate Professor of Physiology and Health Science*; BA, MS, and PhD, Indiana University.

WOODS, Marianne L. (2004), *Assistant Professor of Physical Education*; BA, Olivet College; MS, Central Missouri State University; EdD, University of Northern Colorado.

- WOODWARD, Lucinda E. (2004), *Assistant Professor of Psychological Science*; BA, Louisiana State University; MA and PhD, University of Louisville.
- WORRELL, Pamela J. (2003), *Assistant Professor of Nursing*; BSN and MA, Ball State University; PhD, Indiana University.
- WREGE, William T. (1987), *Associate Professor of Accounting*; BS, Indiana University; MBA, George Washington University; DBA, University of Kentucky; CPA.
- WYCISLO, William E. (1999), *Assistant Professor of Classics*; BTh, St. Louis University; MA and PhD, Loyola University.
- YADON, Robert E. (1987), *Director of Applied Research Institute and Professor of Information and Communication Sciences*; BA, Northwestern Oklahoma State University; MS, Oklahoma State University; PhD, Michigan State University.
- YANOS, Susan B. (2000), *Assistant Professor of English*; BS, DePauw University; MA, Saint Mary-of-the-Woods College; MA and PhD, Ball State University.
- YOHO, DeVon L. (1978), *Director of the Center for Economic Education and Associate Professor of Economics*; BA, Westmar College; MAT, Purdue University; PhD, University of Missouri.
- YORDON, Judy E. (1976), *George and Frances Ball Distinguished Professor of Performance Studies and Professor of Theatre*; BA, Northeastern Illinois University; MA, Northwestern University; PhD, Southern Illinois University.
- YORK, Karri L. (2001), *Assistant Professor of Music*; BS, Indiana State University; MM, Butler University.
- YOUNG, Jennifer R. (2001), *Instructor of Family and Consumer Sciences*; BS and MA, Ball State University.
- YSSEL, Hendrina F. (1995), *Associate Professor of Special Education*; MA, West Virginia University; PhD, Southern Illinois University.
- ZACK, William J. (1985), *Associate Professor of Art*; BFA and MFA, Northern Illinois University.
- ZAGE, Dolores M. (1987), *Assistant Professor of Computer Science*; BA, University of Illinois; MA, Ball State University; MS, Purdue University.
- ZAGE, Wayne Michael (1976), *Professor of Computer Science*; BS, MS, and DA, University of Illinois; MA, Ball State University.
- ZAMLAUSKI-TUCKER, Marianna J. (1994), *Assistant Professor of Physiology and Health Science*; BA, University of Connecticut; MS and PhD, University of Rochester.
- ZEMBOWER, Christian M. (1998), *Assistant Professor of Music*; BS, Frostburg State University; MA, Indiana University of Pennsylvania; DME, University of Southern Mississippi.
- ZHANG, Yong (1999), *Assistant Professor of Computer Science*; MA, MS, and EdD, Ball State University.
- ZHAO, Jensen J. (1994), *Professor of Information Systems and Operations Management*; MBE, Central Michigan University; EdD, Northern Illinois University.
- ZHENG, Guohe (1997), *Associate Professor of Japanese*; MA and PhD, Ohio State University.
- ZHONG, Mei (2002), *Assistant Professor of Voice*; BA, Hunan Teachers University; MFA, University of California; EdD, University of Illinois.
- ZHUK, Sergei I. (2003), *Assistant Professor of History*; MA, Dniepropetrovsk State University; PhD, Johns Hopkins University.
- ZIMMERMAN, Phyllis A. (1966), *Director of Peace Studies and Associate Professor of History*; BA and MA, University of Pennsylvania; PhD, Indiana University.
- ZIMMERMANN, Petra A. (2003), *Assistant Professor of Geography*; BA, Kutztown University; MS and PhD, University of Delaware.
- ZIVNEY, Terry L. (1992), *Maxon Distinguished Professor of Finance and Insurance*; BSE, University of Illinois; MBA and PhD, Georgia State University.

CONFERMENT OF HONORARY DEGREES

June 8, 1954

George Alexander Ball, LLD, *President, Ball Brothers Company, Muncie, and Past President, State Teachers College Board of the State of Indiana.*

Chester M. Alter, LLD (BS in Ed, '27), *Chancellor, University of Denver.*

June 8, 1958

J. Russell Hiatt, LLD (BS in Ed, '41), *Superintendent of Schools, Lafayette, Indiana.*

J. Everett Light, LLD (BS in Ed, '34), *Superintendent of Schools, Metropolitan School District of Washington Township, Marion County, Indiana.*

R. Nelson Snider, LLD (AB in Ed '22), *Principal, South Side High School, Fort Wayne, Indiana.*

June 10, 1962

Frank Basil Bernard, LLD, *Consulting Treasurer, Ball State University.*

Robert Marion Featherstone, LLD (AB in Ed, '40), *Professor and Chairman, Department of Pharmacology and Experimental Therapeutics, School of Medicine, University of California, San Francisco.*

John Robert Ludington, LLD (BS in Ed, '31), *Acting Deputy Associate Commissioner, Bureau of Educational Assistance Programs, Office of Education, Department of Health, Education, and Welfare of the United States.*

Robert H. Wyatt, LLD, *Executive Secretary, Indiana State Teachers Association.*

June 9, 1963

Herman B. Wells, LLD, *Chancellor and Past President, Indiana University.*

October 20, 1964

Howard Hanson, LLD, *Director Emeritus, Eastman School of Music, University of Rochester.*

June 6, 1965

Alexander McKnight Bracken, LLD *Vice President and General Counsel, Ball Brothers Company; President, Board of Trustees of Ball State University.*

Frederick Lawson Hovde, LLD, *President, Purdue University.*

April 13, 1966

Ralph Norman Angell Lane, LLD, *Sir Norman Angell, British statesman and author.*

June 5, 1966

John A. Gough, LLD (BA, '27), *Chief, Captioned Films for the Deaf, United States Office of Education.*

May 28, 1967

Edmund Ferdinand Ball, LLD, *Chairman, Board of Directors, Ball Brothers Company.*

Harold H. Dice, LLD, *Vice President, General Motors Corporation; General Manager, Allison Division, General Motors Corporation.*

Stanley Sebastian Kresge, LLD, *Chairman, Board of Directors, S.S. Kresge Company; Chairman, Board of Trustees, The Kresge Foundation.*

August 18, 1967

William Earl Wilson, LLD, *Educator, historian, and author; State Superintendent of Public Instruction for Indiana, 1959 to 1967.*

May 26, 1968

John Richard Emens, LLD, *President, Ball State University, 1945 to 1968.*

August 16, 1968

Ralph Judson Whiting, LLD (BS in Ed, '29), *Senior partner, R. Whiting and Company, Certified Public Accountants; President, Ball State University Foundation.*

June 4, 1970

Benjamin V. Cohen, LLD, *Humanitarian, economist, barrister in the World Court, and devotee to the cause of international understanding.*

Richard Dorsey Irwin, LLD, *Richard D. Irwin, Inc., college textbook publisher; Director and founder, Richard D. Irwin Foundation.*

Charles Stewart Mott, LLD, *Industrialist, philanthropist, and founder of Charles Stewart Mott Foundation.*

August 21, 1970

Nathaniel Alexander Owings, LLD, *FAIA, Skidmore, Owings & Merrill, founding partner.*

June 3, 1971

Elizabeth Duncan Koontz, LLD *Director, Women's Bureau, United States Department of Labor.*

Sun Keun Lee, LLD, *President, Yeungnam University, Taegu, Korea.*

Ara Kenneth Smith, LLD *Superintendent, Michigan City Area Schools.*

April 29, 1972

K. Douglas Beakes, LLD, *Chief, Education Division, and Director, Education and Personnel Program, United States Air Forces, Europe.*

May 24, 1972

John Wesley Fisher, LLD, *President, Ball Corporation.*

December 2, 1972

Henry L. Kamphoefner, LLD, *Dean School of Design, North Carolina State University.*

Eli Lilly, LLD, *Honorary Chairman, Board of Directors, Eli Lilly and Company.*

J. Irwin Miller, LLD, *Chairman of the Board, Cummins Engine Company Inc., Columbus, Indiana.*

May 25, 1973

John Brademas, LLD, *Congressman; Chairman; Select Subcommittee on Education.*

Emily Kimbrough, LLD, *Author and lecturer.*

October 13, 1973

Arthur Fiedler, LLD, *Conductor, Boston Pops Orchestra.*

May 14, 1974

Roger W. Heyns, LLD, *President, American Council on Education; educator and author.*

Lall G. Montgomery, LLD, *Medical educator and pathologist; former chairman, Board of Registry of Medical Technologists.*

May 24, 1975

Marshall S. Armstrong, LLD, *Chairman, Financial Accounting Standards Board of Stamford, Connecticut; lecturer.*

Norman Burns, LLD, *Secretary, North Central Association of Colleges and Schools; Secretary, Board of Directors, and Director, Commission on Institutions of Higher Education.*

August 15, 1975

Jesse Stuart, LLD, *Author and lecturer.*

March 26, 1976

Frederick H. Burkhardt, LLD *Chairman, National Commission on Libraries and Information Science; Past President of the American Council of Learned Societies.*

Clara Stanton Jones, LLD, *Director, Detroit Public Library; President-Elect, American Library Association.*

Jesse Hauk Shera, LLD, *Dean Emeritus and Professor Emeritus, School of Library Science, Case Western Reserve University.*

May 22, 1976

Charles Stewart Harding Mott, LLD, *Chairman of the Board, Charles Stewart Mott Foundation.*

August 13, 1976

Bernard K. McKenzie, LLD, *Superintendent, Metropolitan School District, Lawrence Township, Indianapolis.*

May 20, 1977

John P. McGovern, MD, DSc, *Director-Consultant, McGovern Allergy Clinic and Texas Allergy Research Foundation, Houston.*

Christopher Eugene Schenkel, HHD, *ABC Sports commentator.*

August 12, 1977

Jane Blaffer Owen, HHD, *Leader in restoration of New Harmony, Indiana, national historic landmark.*

May 20, 1978

Otis R. Bowen, M.D., LLD, *Governor of the State of Indiana.*

William D. Ruckelshaus, LLD, *Senior Vice Presiden, Weyerhaeuser Company.*

Sir Steven Runciman, HH.D., *Scottish historian and authority on Byzantine civilization and the crusades.*

August 18, 1978

Jesse M. Scott, D.Sc., *Assistant Surgeon General of the United States.*

May 19, 1979

Dorothy Hamilton, LittD, *Author.*
Grover L. Hartman, HHD, *Executive Secretary, Indiana Council of Churches.*
Paul DeHart Hurd, D.Sc., *Professor Emeritus of Education, Stanford University.*

March 5, 1980

Malcolm S. Forbes Sr., LittD, *Owner, publisher, and Editor-in-Chief of Forbes magazine.*
Estel V. Marsh, LLD, *co-founder of Marsh Supermarkets, and Emeritus Director, Ball State University Foundation.*
Hamer D. Shafer, LLD, *Chairman of the Board and Chief Executive Officer, Muncie Power Products.*

May 17, 1980

Isaac K. Beckes, LLD, *President of Vincennes University.*
Van P. Smith, LLD, *President and Chairman, Ontario Corporation.*

August 15, 1980

Stephen Kemp Bailey, LLD, *Professor of Education and Social Policy at the Graduate School of Education, Harvard University.*

August 14, 1981

Terrel Howard Bell, LLD, *United States Secretary of Education.*
Jean Mayer, DSc, *President, Tufts University.*

October 29, 1981

Sir Ronald Syme, HHD, *Historian, lecturer, and Camden Professor of Ancient History at Oxford University.*

May 22, 1982

James Lee Fisher, HHD, *President, Council for Advancement and Support of Education.*
Lawrence Robert Klein, DSc, *Benjamin Franklin Professor of Economics, Wharton School, University of Pennsylvania.*

August 13, 1982

Kyounghee Cho, LLD, *President, Yeungnam University, Taegu, Korea.*
Robert M. Hoffer, LLD, *President, Chief Executive Officer, and a director, Wisconsin Gas Company.*

April 30, 1983

M. Paul Friedburg, DSci, *Principa, M. Paul Friedburg Landscape Architects and Director, Urban Landscape Architecture Program, City College of New York.*
Romaldo Giurgola, DSci, *Principal, Mitchell/Giurgola Architects and Ware Professor of Architecture, Columbia University.*

Amory Lovins, DSci, *Physicist, author, and vice president, Friends of the Earth Foundation.*

Kevin Lynch, DSci, *Principa, Carr Lynch Associates; author, designer, and Professor Emeritus of City Design, Massachusetts Institute of Technology.*

May 21, 1983

B. F. Skinner, LLD, *Professor Emeritus, Department of Psychology and Social Relations, Harvard University.*

August 19, 1983

Benjamin Elijah Mays, LLD, *President Emeritus, Morehouse College.*

May 19, 1984

Gordon Alexander Craig, HHD, *Stanford University historian.*
Alan William Ostar, HHD, *President, American Association of State Colleges and Universities.*

August 17, 1984

Richard W. Burkhardt, LLD, *Professor of History and University Distinguished Service Professor, Ball State University.*
John J. Pruis, LLD, *President, Ball State University, 1968-1978, and Vice President, Corporate Relations, Ball Corporation.*

May 18, 1985

Herbert Charles Brown, DSci, *Wetherill Research Professor Emeritus of Chemistry, Purdue University.*
Wynetka Ann King Reynolds, DSci, *Chancellor, The California State University.*

August 16, 1985

Joseph Costa, LLD, *Retired lecturer in journalism, Ball State University.*
John William Ward, LLD, *President, American Council of Learned Societies.*

May 8, 1986

Dr. Arno A. Penzias, DSc, *Vice President, Research, AT&T Bell Laboratories.*

May 24, 1986

The Honorable Richard G. Lugar, LLD, *United States Senator from Indiana and Chairman of Senate Foreign Relations Committee.*

August 15, 1986

Virginia Beall Ball, HHD, *Associate Member, Society of Women Geographers, and Member, Board of Directors, Ball State University Foundation.*
Rosemary Ball Bracken, HHD, *Member, Board of Directors, George and Frances Ball Foundation, and life member, Ball Memorial Hospital Auxiliary.*

May 23, 1987

Edward L. Bernays, LLD, *Public relations counsel.*

Charles Everett Koop, D.Sci., *Surgeon General, United States Department of Health and Human Services.*

August 14, 1987

Dale E. Graham, HHD, *Principal, Carmel High School, Carmel, Indiana.*

May 21, 1988

James McGill Buchanan, HHD, *Nobel Prize-winning economist, author, and philosopher.*

August 12, 1988

James H. Billington, H.D., *The Librarian of Congress.*

The Honorable Lee H. Hamilton, LLD, *United States Congressman, Representative from Indiana.*

May 6, 1989

Baruch S. Blumberg, DSc, *Vice President for Population Oncology, Fox Chase Cancer Center.*

The Honorable Robert D. Orr, LittD, *Former Governor, State of Indiana.*

Charles H. Shaw, HHD, *President, The Charles H. Shaw Company, Chicago.*

May 5, 1990

The Honorable Birch Bayh, LLD, *Former United States Senator from Indiana.*

The Right Honorable Lord Quinton, HHD, *Chairman of the Board, the British Library.*

Vivienne Verdon-Roe, HHD, *Academy Award-winning filmmaker.*

May 4, 1991

Jim Davis, LittD, *Cartoonist.*

Sir David Hunt, HHD, *British career diplomat and scholar.*

Sylvia Alice Earle, DSc, *Marine biologist.*

May 2, 1992

Chang-Ou Ryu, LLD, *Executive Director, Board of Trustees, Yeungnam University.*

Wayne Clayton Booth, HH, *Emeritus Pullman Professor of English, University of Chicago.*

Pamela Abel Hill, HHD, *Broadcast journalist.*

May 8, 1993

Stefan S. Anderson, HHD, *Chief Executive Officer and President, First Merchants Bank, Chairman of the Board of First Merchants Corporation; Director, Federal Reserve Bank of Chicago; national chairman, "Wings for the Future," the campaign for Ball State.*

Susan Maxman, HHD, *President, American Institute of Architects.*

Sara Parkin, DSc, *Activist European and international green movements.*

December 19, 1993

Ulrich Littmann, HHD, *Executive Director, German Fulbright Program.*

Stanislaw Mrozowski, DSc, *Renowned physicist.*

May 7, 1994

James J. Burke, HHD, *Scientific commentator and author.*

The Honorable Lynn M. Martin, LLD, *Educator, former Secretary of Labor.*

Kent C. Nelson, LLD, *President, United Parcel Service.*

John R. Seffrin, D.Sc., *Educator, Executive Vice President, American Cancer Society.*

December 18, 1994

Robert Allen, LLD, *Chairman and Chief Executive Officer, AT&T.*

May 6, 1995

A. Janelle Goetcheus, DSc, *Medical Director, Health Care for the Homeless Project, Washington, D.C.*

Houston A. Baker Jr., HHD. *Author, literary critic, and scholar of Afro-American literature.*

May 4, 1996

Shirley M. Malcom, DSc, *Head of the Directorate for Education and Human Resources Programs, American Association, Advancement of Science.*

Nicholas P. Negroponte, DSc, *Wiesner Professor of Media Technology and Director, Media Laboratory, Massachusetts Institute of Technology.*

Twyla Tharp, HHD, *Dancer and choreographer.*

December 22, 1996

Wu Shaozhu, LLD, *Minister of Physical Culture and Sports, People's Republic of China; President, All-China Sports Federation.*

May 10, 1997

Ellis Marsalis, HHD, *Jazz performer and educator.*

Suellen K. Reed, LLD, *Indiana Superintendent of Public Instruction.*

The Honorable Philip R. Sharp, LLD, *Former United States Congressman, State of Indiana; Director, John F. Kennedy School of Government, Harvard University.*

May 9, 1998

Dolores E. Cross, LLD, *Director, GE Fund.*

Ian Rolland, LLD, *Chairman and Chief Executive Officer, Lincoln National Corporation.*

Reverend Dr. Ralph Waller, HHD,
*Principal of Harris Manchester College,
University of Oxford.*

May 8, 1999

Gregory H. Williams, *Dean and Carter C.
Kissell Professor of Law, College of Law,
The Ohio State University—Doctor of
Humanities.*

Randall L. Tobias, *Retired Chairman of the
Board and Chief Executive Officer, Eli
Lilly and Company—Doctor of Laws.*

May 6, 2000

Martha J. Casey, *President, Saint Vincent
Hospitals and Health Services, Inc.—
Doctor of Science.*

December 16, 2001

Chungwon Choue, *President, Kyung Hee
University, Seoul, Korea—Doctor of
Laws.*

May 5, 2001

Faye J. Crosby, *Professor of Psychology,
University of California, Santa Cruz—
Doctor of Laws.*

John E. Worthen, *President Emeritus, Ball
State University—Doctor of Laws.*

May 4, 2002

David W. Orr, *Professor of Environmental
Studies and Politics; Chairperson,
Environmental Studies Program, Oberlin
College—Doctor of Humanities.*

Helen Prejean, CSJ, *Sister of St. Joseph of
Medaille, leader in prison ministry,
founder of the Moratorium Movement,
and author—Doctor of Humanities.*

W. David Trimble, *First Minister,
Northern Ireland; co-recipient, 1998
Nobel Peace Prize—Doctor of Laws.*

May 3, 2003

Theodore Caplow, *Commonwealth
Professor of Sociology, University of
Virginia; author; and director of the
Middletown III and Middletown IV
studies—Doctor of Laws.*

Brian A. Gallagher, *President and Chief
Executive Officer, United Way of
America—Doctor of Humanities.*

May 8, 2004

J. Wayne Leonard, *Chief Executive Officer,
Entergy Corporation, New Orleans,
Louisiana—Doctor of Laws*

Donald Neuen, *Director of Choral
Activities, University of California—Los
Angeles, and founder of Ball State's
University Singers—Doctor of
Humanities.*

May 7, 2005

David T. Owsley, *Philanthropist, art
specialist, benefactor, and major
contributor of ethnographic art to
the Ball State University Museum
of Art—Doctor of Humanities.*

David R. Gergen, *Journalist,
commentator, editor, author,
teacher, and advisor to United
States Presidents—Doctor of Laws*

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